

Summer Lake Elementary School

Grades TK-5
CDS Code 07-61762-0138859

Erin Roberts
Principal
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4320 E. Summer Lake Drive
Oakley CA, 94561
(925) 625-6730

<https://sls-uesd-ca.schoolloop.com/>

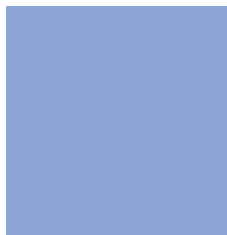
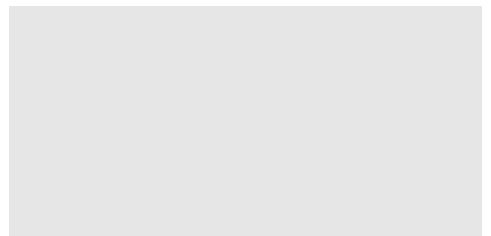
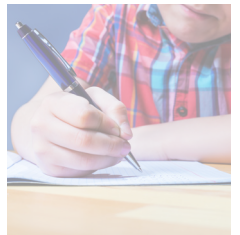
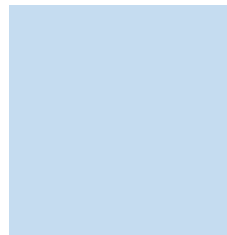
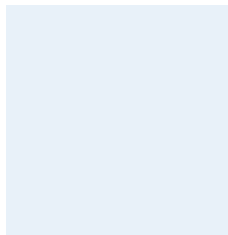
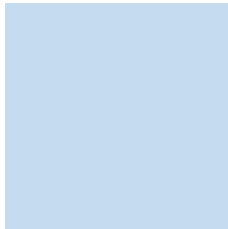
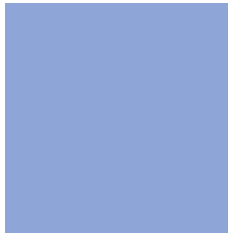
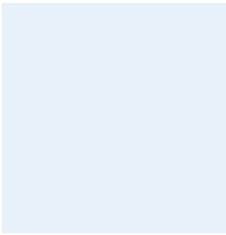
Para español, visita www.uesd.k12.ca.us.



Oakley Union Elementary School District

91 Mercedes Lane Oakley, CA 94561 ▪ www.uesd.k12.ca.us

Greg Hetrick, Superintendent ▪ ghetrick@uesd.k12.ca.us ▪ (925) 625-0700





Principal's Message

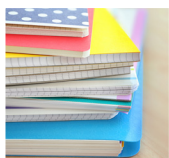
Welcome to the 2019-20 school year at the new Summer Lake Elementary School! This school year we will be focusing on Nat Geo Reach for Reading program, Engage New York math program, Next Generation Science Standards and the Mind Up, social emotional learning program. We strive to see the joy of learning in all of our classrooms. Our theme for the year is "Celebrate". We believe all of our students should be celebrated every day in every way. We hold high expectations for all students both in the classrooms and throughout the school day on our campus. We will be learning the meaning of our guiding principles, which are "Be Safe, Be Respectful, Be Responsible." Our goal is to provide your child with the best education possible to help him or her become a critical thinker, good communicator and successful citizen. By working together, we can help each child meet and exceed our expectations of them. There are many opportunities to be involved in your child's education here at Summer Lake Elementary School. Please contact your child's teacher for volunteer opportunities in the classroom or to participate in special events. Please also consider becoming a member of our PTA, attending our 2nd Cup of Coffees, becoming a member of School Site Council or ELAC (English Language Advisory Committee). We look forward to an exciting year filled with new learning and growth. We are here to work with you for the benefit of your child.

School Mission Statement

Our mission is to ensure a safe, supportive, challenging, caring, engaging environment in order to empower our students to reach their full learning potential.

School Vision Statement

We strive to make a difference for each child, each day. All means All.



"Be Safe, Be Respectful, Be Responsible"

Parental Involvement

Summer Lake parents and community members are valued partners of our school. Parents volunteer in the classroom, help with special events, and help coordinate school-wide activities. We encourage parents to participate in the classroom, in extracurricular programs, Parent Teacher Association (PTA) activities, school-wide events, our English Learner Advisory Committee (ELAC) and the School Site Council (SSC). Our recently chartered PTA is working to support our classrooms with additional funds to enrich learning opportunities. We have a fantastic group of involved parents and look forward to more parents joining us in our educational partnership. If you are interested in becoming involved, please contact Principal Erin Roberts at (925) 625-6730 for more information.

School Safety

Safety is a high priority with our staff. We regularly review our procedures for emergency situations (such as evacuation routes) and hold monthly drills, including fire, earthquake, shelter-in-place, and dangerous situation or person drills. Our school safety plan is reviewed and updated yearly with our staff and Oakley Police Department. Our safety plan was most recently reviewed, updated and discussed with school faculty in July 2019. It was also presented and reviewed with School Site Council in December 2019.

Summer Lake is a safe school campus. Every precaution is taken to ensure student safety. Teachers patrol their duty stations before school, at recess and after school to ensure adequate supervision. Staff and teachers are trained yearly for emergency situations, blood-borne pathogens and other health-related issues. In case of an emergency, emergency packs are located in each classroom with supplies provided by the school.

All visitors are required to check in at the office and must wear a badge while on campus to help ensure safety for our students. Gates and fencing were added to all sides of our campus in order to keep our campus more secure.

Safety concerns are reported to the office and resolved in a timely manner.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.



Governing Board

Kim Beede, President
Lisa Brizendine, Clerk
Erica Ippolito, Member
Larry Polk, Member
Richie Masadas, Member

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. Summer Lake Elementary School opened in the 2019–20 school year therefore no data is available for the school. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced

Two-Year Data

| | Oakley Union ESD | | California | |
|---------|------------------|-------|------------|-------|
| Subject | 17-18 | 18-19 | 17-18 | 18-19 |
| Science | ✧ | ✧ | ✧ | ✧ |

CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards

Two-Year Data

| | Oakley Union ESD | | California | |
|--------------------------------|------------------|-------|------------|-------|
| Subject | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 39% | 39% | 50% | 51% |
| Mathematics | 27% | 27% | 38% | 40% |



Suspensions and Expulsions

This table shows the district and state suspension and expulsion rates for the most recent three-year period. Summer Lake Elementary School opened in the 2019–20 school year therefore no data is available for the school. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

| | Oakley Union ESD | | | California | | |
|------------------|------------------|-------|-------|------------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspension rates | 2.7% | 2.8% | 3.9% | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |



Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

| Textbooks and Instructional Materials List | | 2019-20 School Year |
|--|--|---------------------|
| Subject | Textbook | Adopted |
| English language arts | <i>Reach for Reading; National Geographic Learning (K-5)</i> | 2017 |
| English learners | <i>Reach for Reading; National Geographic Learning (K-5)</i> | 2016 |
| Mathematics | <i>Common Core Mathematics; Wiley-Houghton Mifflin (K-5)</i> | 2015 |
| Science | <i>California Science; Macmillan/McGraw-Hill (K-5)</i> | 2008 |
| History/social science | <i>History-Social Science for California; Scott Foresman (K-5)</i> | 2007 |



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

| Percentage of Students Lacking Materials by Subject | | 2019-20 School Year |
|---|--|---------------------|
| Summer Lake ES | | Percentage Lacking |
| Reading/language arts | | 0% |
| Mathematics | | 0% |
| Science | | 0% |
| History/social science | | 0% |
| Visual and performing arts | | ✧ |
| Foreign language | | ✧ |
| Health | | ✧ |

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | |
|---|--------|
| 2019-20 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks | |
|-----------------------|-----------|
| 2019-20 School Year | |
| Data collection date | 9/18/2019 |





School Facilities

Summer Lake Elementary School is a new school that is currently under construction. We had planned to open in July of 2019 but due to unforeseen circumstances, we had to delay the opening of the new campus. Summer Lake opened on the Iron House Elementary School campus where we were able to open a school within a school. We currently house 330 students in grades Kindergarten to fifth grade and our Transitional Kindergarten is housed at Vintage Parkway Elementary School. We are thankful for our gracious hosts as we wait for the school to be open for us to occupy.

"We believe all of our students should be celebrated every day in every way."



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

| School Facility Good Repair Status | | 2019-20 School Year |
|--|--|---------------------|
| Items Inspected | | Repair Status |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | | Good |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | | Good |
| Cleanliness: Pest/vermin control, overall cleanliness | | Good |
| Electrical: Electrical systems | | Good |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | | Good |
| Safety: Fire safety, emergency systems, hazardous materials | | Good |
| Structural: Structural condition, roofs | | Good |
| External: Windows/doors/gates/fences, playgrounds/school grounds | | Good |
| Overall summary of facility conditions | | Exemplary |
| Date of the most recent school site inspection | | 7/3/2019 |
| Date of the most recent completion of the inspection form | | 7/3/2019 |

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

| Professional Development Days | | Three-Year Data | | |
|--|--|-----------------|---------|---------|
| | | 2017-18 | 2018-19 | 2019-20 |
| Number of school days dedicated to staff development and continuous improvement | | 3 | 3 | 3 |



Teacher Qualifications

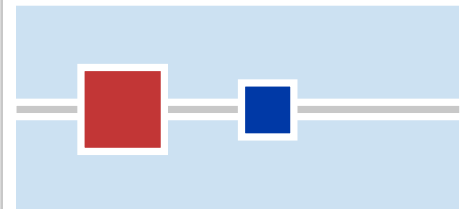
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | | Three-Year Data | | |
|--|------------------|-----------------|-------|-------|
| | Oakley Union ESD | Summer Lake ES | | |
| Teachers | 19-20 | 17-18 | 18-19 | 19-20 |
| With a full credential | 219 | × | × | 15 |
| Without a full credential | 7 | × | × | 0 |
| Teaching outside subject area of competence (with full credential) | 2 | × | × | 0 |

Teacher Misassignments and Vacant Teacher Positions

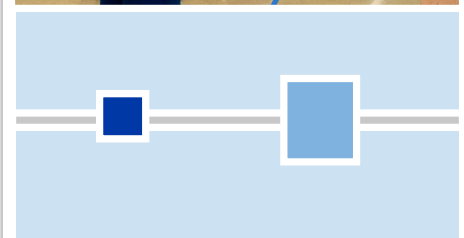
This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | Three-Year Data | | |
|---|--|-----------------|-------|-------|
| | | Summer Lake ES | | |
| Teachers | | 17-18 | 18-19 | 19-20 |
| Teacher misassignments of English learners | | × | × | 0 |
| Total teacher misassignments | | × | × | 0 |
| Vacant teacher positions | | × | × | 0 |



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"Our goal is to provide your child with the best education possible to help him or her become a critical thinker, good communicator and successful citizen."

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|---|
| 2017-18 Fiscal Year | |
| Total expenditures per pupil | ✕ |
| Expenditures per pupil from restricted sources | ✕ |
| Expenditures per pupil from unrestricted sources | ✕ |
| Annual average teacher salary | ✕ |

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | 2017-18 Fiscal Year | |
|---|---------------------|------------------------|
| | Oakley Union ESD | Similar Sized District |
| Beginning teacher salary | \$46,447 | \$49,378 |
| Midrange teacher salary | \$74,426 | \$77,190 |
| Highest teacher salary | \$94,635 | \$96,607 |
| Average elementary school principal salary | \$122,818 | \$122,074 |
| Average middle school principal salary | \$136,846 | \$126,560 |
| Superintendent salary | \$189,624 | \$189,346 |
| Teacher salaries: percentage of budget | 37% | 36% |
| Administrative salaries: percentage of budget | 6% | 6% |

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2017-18 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Summer Lake ES | ✕ | ✕ |
| Oakley Union ESD | \$7,862 | \$52,416 |
| California | \$7,507 | \$77,619 |
| School and district: percentage difference | ✕ | ✕ |
| School and California: percentage difference | ✕ | ✕ |

✕ Summer Lake Elementary School opened in the 2019-20 school year. Therefore, no data is available.

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.