

Summit Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Summit Elementary School
Street	12525 Ojai/Santa Paula Road
City, State, Zip	Ojai, CA 93023
Phone Number	(805) 525-3038
Principal	Marilyn Smith
E-mail Address	msmith@ojaiusd.org
Web Site	http://www.ojaiusd.org/summit
CDS Code	56-72520-6055230

District Contact Information	
District Name	Ojai Unified School District
Phone Number	(805) 640-4300
Superintendent	Andrew Cantwell
E-mail Address	acantwell@ojaiusd.org
Web Site	http://www.ojaiusd.org

School Description and Mission Statement (School Year 2018-19)

Nestled at the base of the Topa Topa Mountains in the beautiful Upper Ojai Valley, Summit School is the community center for this unique, rural neighborhood. Established in 1911, Summit School serves a diverse population with a strong sense of community involvement and school participation. The school offers a program based on collaboration coupled with the guiding principle of learning to get along with each other. The mission of Summit School is to prepare our students for a continuing education and successful social interaction in a unique, quality environment where all students have the right to develop academic skills, to develop respect of self and other and to create an appreciation of the world around them.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	9
Grade 1	2
Grade 2	7
Grade 3	2
Grade 4	4
Grade 5	8
Grade 6	11
Total Enrollment	43

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	0.0
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	0.0
White	41.9
Socioeconomically Disadvantaged	55.8
English Learners	25.6
Students with Disabilities	16.3
Foster Youth	0.0

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	2.2	2.2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: December 2017

Every student has a textbook appropriate for the content area and level. Textbooks that are used meet standards-based instructional goals. When other standards-based materials are used, all students have access to all materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent - standards aligned textbooks and instructional materials; adopted in 2017	Yes	0
Mathematics	Excellent - CCSS aligned textbooks and instructional materials; adopted in 2015	Yes	0
Science	Excellent - standards aligned textbooks and instructional materials; adopted in 2007	Yes	0
History-Social Science	Excellent - standards aligned textbooks and instructional materials; adopted in 2006	Yes	0
Health	Excellent - standards aligned textbooks and instructional materials		

School Facility Conditions and Planned Improvements (Most Recent Year)

Recommendations:

- Ensure that the principal or a designee is always in the office during school hours to assist visitors in signing in.
- Grind the asphalt down so that it is flush with the nearby surface. Fill any holes with additional asphalt and smooth it out or grind it down so that it is level with the surrounding asphalt.
- All items stored overhead should be secured or removed to prevent falling and leave the proper clearance to the ceiling. The required clearance is 24 inches to the ceiling for all rooms with no sprinkler system. Rooms with a sprinkler system require an 18-inch clearance to the ceiling. If the clearance is acceptable, good options to secure the storage would be to install bungee cords, cables or fishing line to prevent the items from falling. Another option would be to place the items closer to the ground.
- Label all the bottles regardless of the contents. Labels are to include the identity of the substance and any applicable hazard warnings. The label can be printed or handwritten but all the bottles need labels, even the bottles that just contain water.
- All items stored overhead should be secured or removed to prevent falling and leave the proper clearance to the ceiling. The required clearance is 24 inches to the ceiling for all rooms with no sprinkler system. Rooms with a sprinkler system require an 18-inch clearance to the ceiling. If the clearance is acceptable, good options to secure the storage would be to install bungee cords, cables or fishing line to prevent the items from falling. Another option would be to place the items closer to the ground.
- The classroom walls may be used to attach the student artwork, other artwork and teaching materials not to exceed 25% of the total wall area. If the teachers wish to cover more than 25% of the wall space the items need to be constructed of flame retardant materials. 50% (max) of the wall space may be covered in a room that is protected by an approved automatic sprinkler system or if the decorations are constructed of flame retardant paper.
- Relocate the easel so that it is not obstructing the exit door for the room. Storage is not to be placed in front of exit doors.
- Apply yellow paint along the edges of the elevation to make the elevation easily distinguishable
- Depth of loose-fill materials is to meet the requirements of the following table. Markers should be added to the equipment support posts that indicate the correct level of loose-fill surfacing material. Install a barrier that covers the use zones for the equipment. This will contain the loose-fill material and help prevent it from being displaced.
- Inspect and repair damaged playground barriers and pieces of equipment that are causing laceration hazards.
- Remove cloth furniture that may cause fire and sanitation issues.
- Ensure that the power circuit into which any aquarium light or filters are plugged is applicable to the power demand.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/28/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC unit is under sized in Building B.
Interior: Interior Surfaces	Fair	Building B in need of interior and exterior paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/28/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	Roofs have leaked in past and show leaks in ceiling tiles in building B. Visible signs of roof leaks in building A.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playgrounds need borders and wood fibers. Asphalt needs repair. All buildings in need of paint

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/17	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**

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.

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 2018-19)

Parent volunteers and parent participation have always been high at Summit School. Parents are welcomed daily onto the campus and provide many hours of volunteer help in the library, classrooms and school activities. In addition to support from the Parent Teacher Organization, Summit also benefits from many volunteers from the community. The School Site Council provides direction for academics, school climate, and school site safety.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions									
Expulsions									

School Safety Plan (School Year 2018-19)

Summit School provides regular safety drills (fire/earthquake/lockdown) to prepare students in the event of an emergency. Emergency food and water for 24 hours is stored on site. Teachers have access to emergency contact information, and certificated staff members have been trained in First Aid and CPR skills. Collaboration with both the Ventura County Fire Department and the Ventura County Sheriff Department is ongoing.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			17	1			18	1		
6									25		1	
Other	23		1		13	2	1					

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.05	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7909.28	1238.65	6670.63	61,028
District	N/A	N/A	4050.02	
Percent Difference: School Site and District	N/A	N/A	48.9	0.0
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	17.5	-9.4

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 (Fiscal Year 2017-18)

Students receive support from instructional assistants in the classroom with reading, language arts and math.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

There have been professional development opportunities for teachers this year to continue learning about the Common Core State Standards and appropriate teaching strategies. Teachers have had the opportunity to voluntarily attend trainings over the summer and during the year in the areas of: EL instructional strategies, English Language Arts, ADEPT, CHAMPS, Google and more. Teachers also meet regularly at the site and in grade level meetings to review teaching strategies, assessments, and student placement.