Summerwind Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Summerwind Elementary School
Street	39360 Summerwind Drive
City, State, Zip	Palmdale, CA 93551-4082
Phone Number	(661) 947-3863
Principal	Ms. Marginese Streeter
Email Address	mstreeter@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4475
County-District-School (CDS) Code	19-64857-6108633

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Summerwind Elementary Vision:

Create an environment where students are excited about learning and engaged in academic pursuits. Summerwind will create an academic setting where all of our students are supported in their quest to master all academic standards.

Summerwind Elementary Mission:

Through our dynamic Professional Learning Communities, we will make learning accessible for every student and help motivate each child to reach their full potential.

Summerwind Elementary Core Values:

Summerwind Elementary School is a Transitional Kindergarten through fifth grade school located in Palmdale, California. It is a school with 570 students. 31 Certificated Staff and 38 Classified Support Staff. Summerwind has been in operation for 27 years.
Summerwind's population is diverse and we serve is composed of 7% White/Not Hispanic, 70% Hispanic or Latinx, 17 % African-American, less than 1% American Indian/Alaskan Native, 2% Asian backgrounds and 3% other, multiple or no response. 100% percent of the students receive free and reduced lunch.

2022-23 School Overview

Summerwind's Limited English Proficient population is 25%. Native languages spoken by our bilingual students are Spanish, Armenian and Tagalog. All of our teachers are highly qualified and have their CLAD or SDAIE certification.

Summerwind campus also houses three Special Day Classes (SDC). We serve students with special needs in third, fourth, and fifth grades. There is a full-time speech therapist, and school psychologist assigned to Summerwind. In addition, we have two full-time resource teachers who work with general education students (with IEPs) in need of academic remediation.

Summerwind has a part time Social and Emotional Learning Specialist (SEL) who supports student socially and emotionally. Summerwind occupies thirty-three classrooms. Summerwind has one computer lab, a library, a multipurpose room, a wonderful 21st Century Makerspace and two playgrounds - one of which is a self-contained kindergarten playground.

Summerwind prepares students for the "21st Century." We ensure that students acquire the skills for accessing, processing, and communicating information that enables and inspires them to become life-long learners with the ability to adjust to a rapidly changing world. Students are learning on site and have the luxury of their teachers creating Google Slides and Google Meet and providing their students with Core Curriculum.

Summerwind is a technologically advanced school that integrates technology into the curriculum. Technology is as common to the process of education as pencil and paper. Students, staff, parents, and the community contribute and utilize their combined talents and resources to implement this integration. Technology is a tool that supports and enhances curriculum and student achievement. Technology at Summerwind enhances, does not supplant, the curriculum and assists students in going above and beyond the limitations of the classroom and traditional teaching. Summerwind offers a GATE program with before and after school programs for students as well as field trips, participation in Cyberquest, Science Olympiad and Mathletes for students in grades 3 through 5. We have peer mediators and a Student Interventionists who guides our students and in doing so learns more about the factors impacting with their behavior and academic performance and teach them how to make positive choices and exhibit positive behavior. Summerwind also has a Social/Emotional Learning Specialists (SELS) who works closely with students using the Restorative Justice & Conflict Resolution approach.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	82
Grade 2	66
Grade 3	111
Grade 4	111
Grade 5	137
Total Enrollment	588

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.7
Asian	0.7
Black or African American	17.0
Filipino	1.0
Hispanic or Latino	70.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.9
White	6.3
English Learners	20.2
Foster Youth	3.6
Homeless	0.0
Migrant	0.3
Socioeconomically Disadvantaged	87.9
Students with Disabilities	17.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	87.84	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	1.00	4.16	50.10	5.56	18854.30	6.86
Total Teaching Positions	24.90	100.00	902.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	82.56	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.32	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	13.13	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.00	0.00	27.30	3.03	15831.90	5.67
Total Teaching Positions	23.10	100.00	902.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.50	8.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0

Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

We take pride in keeping our school grounds and buildings clean on a daily basis. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services. We are very proud of the excellent condition of our Summerwind Campus and strive to continue making Summerwind a safe and secure learning environment.

Year and month of the most recent FIT report	June 2022

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	**Good**	**Fair**	**Poor**
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	19	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	357	350	98.04	1.96	19.43
Female	172	169	98.26	1.74	20.71
Male	185	181	97.84	2.16	18.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	74	73	98.65	1.35	20.55
Filipino	--	--	--	--	--
Hispanic or Latino	234	229	97.86	2.14	16.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	26	25	96.15	3.85	28.00
English Learners	80	76	95.00	5.00	3.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	304	299	98.36	1.64	14.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	80	97.56	2.44	1.25

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	357	354	99.16	0.84	12.43
Female	172	170	98.84	1.16	12.35
Male	185	184	99.46	0.54	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	74	73	98.65	1.35	9.59
Filipino	--	--	--	--	--
Hispanic or Latino	234	232	99.15	0.85	10.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	26	26	100.00	0.00	19.23
English Learners	80	80	100.00	0.00	1.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	304	301	99.01	0.99	8.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	82	80	97.56	2.44	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.97	NT	13.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	138	98.57	1.43	7.97
Female	71	69	97.18	2.82	10.14
Male	69	69	100	0	5.8
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	6.06
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	4.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100	0	27.27
English Learners	31	30	96.77	3.23	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	114	112	98.25	1.75	5.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100	0	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	94.29	95	94.29	95

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The parents of Summerwind School students are deeply involved and interested in the operation of their school. Summerwind School has an active Parent Teacher Association (PTA) , Parent Conferences, School Volunteers, Parenting Partners classes, African American Parent Advisory Council (AAPAC), and English Learner Advisory Committee (ELAC) which meets on a monthly basis. Parents also serve on the Summerwind School Site Council. This group of parents, teachers, and classified school employees oversee the development of the School Site Program, as well as the evaluation of the school's efforts to carry out the plan and its goals. All students receive a free breakfast and lunch.

Summerwind School staff and parent organizations are committed to the principle that all students can learn. We believe that all students are capable of achieving excellence in learning the essentials of formal schooling. We believe that the instructional process and learning play a huge role in ensuring appropriate pupil achievement. Our commitment to this principle is reflected in our major commitment to the implementation of good first teaching, multiple remedial programs (MTSS/RTI) and extended learning opportunities through acceleration.

This belief system is in coordination with the Palmdale School District Mission Statement: To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	705	657	195	29.7
Female	352	324	90	27.8
Male	353	333	105	31.5
American Indian or Alaska Native	5	5	0	0.0
Asian	7	5	1	20.0
Black or African American	140	123	23	18.7
Filipino	6	6	1	16.7
Hispanic or Latino	472	449	145	32.3
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	21	19	7	36.8
White	50	46	17	37.0
English Learners	142	133	45	33.8
Foster Youth	28	26	4	15.4
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	621	581	185	31.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	150	137	45	32.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.68	4.30	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.94	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.94	0.00
Female	4.83	0.00
Male	11.05	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	19.05	0.00
White	12.00	0.00
English Learners	4.23	0.00
Foster Youth	21.43	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.33	0.00

2022-23 School Safety Plan

The Summerwind Elementary School has developed a comprehensive disaster preparedness plan which includes ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training elements. All staff is ALICE trained annually. Safety is the number one priority as demonstrated by the Great Shake Out Earthquake Drill, Monthly Emergency and Fire Drills, Lock Down/Lock-Out Drills and regular Weekly Safety Inspections by the day custodian, night custodians, and campus supervisors. The Summerwind Administration and/or Custodian attends Monthly District Safety Meetings at the district office where safety matters and concerns are addressed. Staff are being cross trained in various ways, i.e CrisisGo App, that will allow Summerwind to be ready for an emergency or disaster situation. We perform weekly site inspections to discover any safety issues and complete work orders regularly to rectify any safety concerns..

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		24	
1	27		28	
2	30		28	
3	26	7	28	
4	25	7	28	
5	26	7	28	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	10	14	
1	25		21	
2	27		28	
3	25	7	28	
4	27	7	28	
5	23	7	28	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	10	14	
1	27	7	7	
2	22	7	14	
3	22	7	28	
4	22	7	28	
5	27	7	24	
Other	32		4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.2
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,969	$766	$9,203	$76,719
District	N/A	N/A	$3,294	$83,539
Percent Difference - School Site and District	N/A	N/A	94.6	-8.5
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	33.0	-12.9

2021-22 Types of Services Funded

Students at Summerwind School receive an adequate level of instructional and non-instructional support services from a highly qualified staff. Summerwind School has the availability of School Psychologist, Speech Therapist, and Special Education Personnel to work with students who are struggling with issues that may impede their school achievement. In addition, a Gifted and Talented Education program is implemented annually to address GATE identified students and their needs. Summerwind has a Learning Support Teacher (LST) who oversees intervention for students as well as supports teachers. A Student Behavioral Interventionist is on staff to support students. The Student Behavioral Interventionist works with high risk students and gives them strategies and supports (2nd STEP) to be successful in the classroom. Summerwind also has an Social Emotional Learning Specialist (SELS) to support students social and emotional well-being. Lastly, Summerwind has a Parent Community Liaison. The Parent Community Liaison works closely with our parent community so that parents have the tools necessary to best support their children.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,652	$52,641
Mid-Range Teacher Salary	$80,869	$83,981
Highest Teacher Salary	$113,227	$107,522
Average Principal Salary (Elementary)	$126,034	$136,247
Average Principal Salary (Middle)	$130,843	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$251,125	$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities that are provided to the staff on Wednesdays. Various trainings and courses are offered throughout the year and staff is compensated if they choose to attend.

Trainings are also offered during the summer months on content specific and professional areas such as Common Core State Standards Implementation, Integrated/Designated English Language Development (ELD), Grade Level Facilitators, NGSS, English Language Arts, Mathematics workshops, and Intervention Programs. Administration training focuses on the development of Professional Learning Communities.

Conference and workshops attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	18