

Summerville High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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.



Diana Harford, Principal

Principal, Summerville High

About Our School

Summerville High School (SHS) is a comprehensive high school of 382 students. The Summerville Union High School District includes an independent study program, three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) has 224 students who attend classes with Summerville High students. This raises the number of students on campus to 606.

Summerville High School and Connections share a principal. Summerville High has two grade level coordinators (GLCs), and Connections has one. The GLCs' duties include counseling, scheduling, discipline, career guidance, and teacher evaluations. Each GLC remains with his or her class for all four years of high school to maintain continuity in the educational programs for students.

The current campus was built in 1965 to accommodate 400 students. The campus has been thoroughly modernized with updated technology. To illustrate, this year (2016-17) we have continued our iPad roll out program to issue 1:1 devices for all students on campus. We also increased our band width and continue to build our infrastructure to prepare for the new state testing, Smarter Balance Assessments.

All core teachers have also received Televisions, Apple TVs, and LCDs to facilitate the use of technology and enhance instruction. The infrastructure was also updated, providing access points so the Internet can be accessed anywhere on campus.

Over the past two years, the Summerville High School staff has constructed a plan to create more cohesive pathways available to students. Three pathways are currently available for students: agriculture, business, and auto/mechanics/engineering.

Courses have shifted over the past two years as well. For example, Science teachers are beginning to incorporate the Next Generation Science Standards, with teachers utilizing digital media and technology. Also, to raise our expectations and provide opportunities for our students, Advanced Placement Physics was added in 2015-16 and Advanced Placement European History was added in 2016-17. During the past four years, we have shifted from offering four AP courses to eight AP courses. Also, a Speech, Debate and Mock Trial course has been added, a Fire Science/EMS course has been added (taught by Columbia College instructors), and the "Get Focused...Stay Focused" curriculum has been incorporated into our keyboarding and careers class.

While students' academic success is always at the forefront of our minds, building character is also an integral part of our focus at Summerville High School. Therefore, the staff decided to build a Character Counts program to insure that our students understand the importance of marrying academia with character. "Character Counts Nomination Forms" were created to acknowledge when students are exemplifying strong character. To supplement the Character Counts

program, this year our ASB students are teaching units from the Character Strong curriculum. Our hope is to be a "world-class" school and it is only through fostering good character that we will achieve this goal.

Contact

*Summerville High
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Tuolumne, CA 95379-9701*

Phone: 209-928-4228

E-mail: dharford@summbears.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Summerville Union High
Phone Number	(209) 928-3498
Superintendent	Robert Griffith
E-mail Address	rgriffith@summbears.net
Web Site	http://www.summbears.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Summerville High
Street	17555 Tuolumne Rd.
City, State, Zip	Tuolumne, Ca, 95379-9701
Phone Number	209-928-4228
Principal	Diana Harford, Principal
E-mail Address	dharford@summbears.net
Web Site	http://www.summbears.k12.ca.us
County-District-School (CDS) Code	55724135536750

Last updated: 1/17/2018

School Description and Mission Statement (School Year 2017-18)

GUIDING PRINCIPLES: SUMMERVILLE UNION HIGH SCHOOL DISTRICT

Vision Statement:

Summerville High School: Preparing students for college, career and life.

Mission Statement:

By providing quality education, Summerville High School prepares students to become effective communicators, critical thinkers and responsible citizens who value lifelong learning.

The Core Values of our Professional Staff:

1. Improving Student Learning

We strive always to improve student learning. Our aim is to prepare all students for success in college, career, and service to the community. We expect all students to learn at the levels necessary for success, and we modify our instruction to ensure that all students learn.

2. Teamwork

We work in teams. We value collaboration, cooperation, and communication to best work together to maximize student learning. We believe we all work better when the school community works together: teachers, support staff, parents, community, and students. We are adaptable, flexible, and consistent.

3. Respect

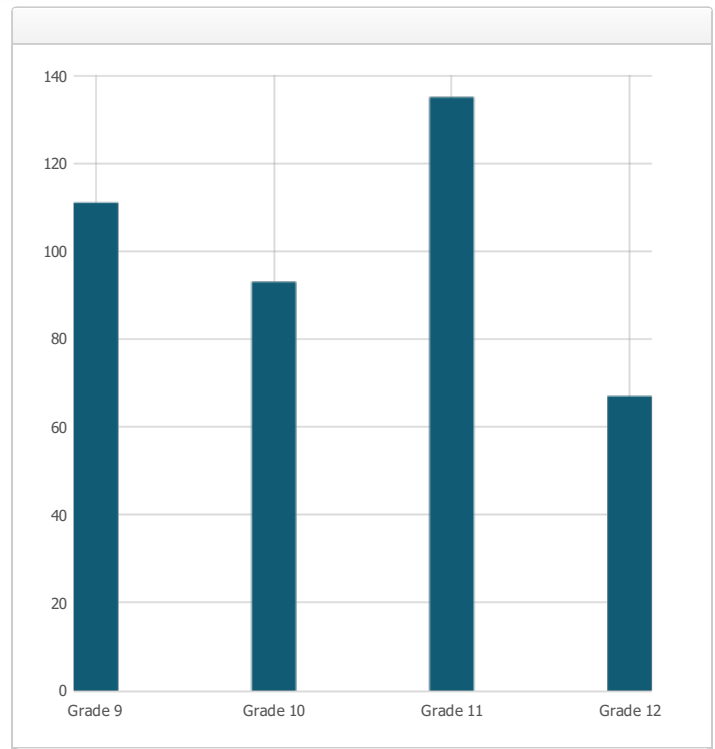
We respect one another, our students, our workplace, the work we do, and the community we serve. Our students learn best in a safe, clean, positive atmosphere of caring, empathy, and sincerity. We prepare students for success by consistently modeling responsible behavior and responsiveness to student needs.

4. Professionalism

We are professionals, and we serve students at a professional level. We know how to do our work effectively and we learn from experience. We are committed to continuous improvement of all aspects of our institution. We set clear goals and follow through to meet them with consistency, integrity, and dedication. We hold ourselves accountable for student learning and work to improve it.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	111
Grade 10	93
Grade 11	135
Grade 12	67
Total Enrollment	406



Last updated: 1/17/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	6.2 %
Asian	0.5 %
Filipino	0.2 %
Hispanic or Latino	13.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	74.1 %
Two or More Races	2.2 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.6 %
English Learners	0.0 %
Students with Disabilities	11.6 %
Foster Youth	0.5 %

Last updated: 1/17/2018

A. Conditions of Learning

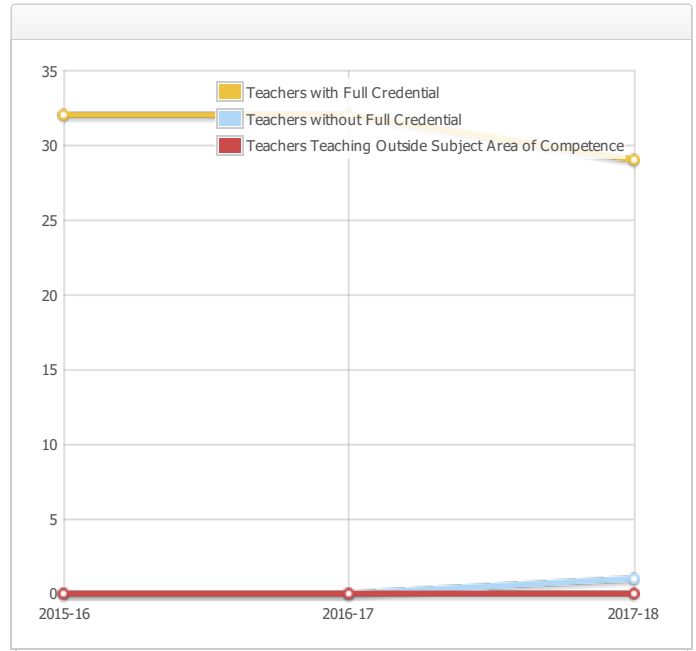
State Priority: Basic

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

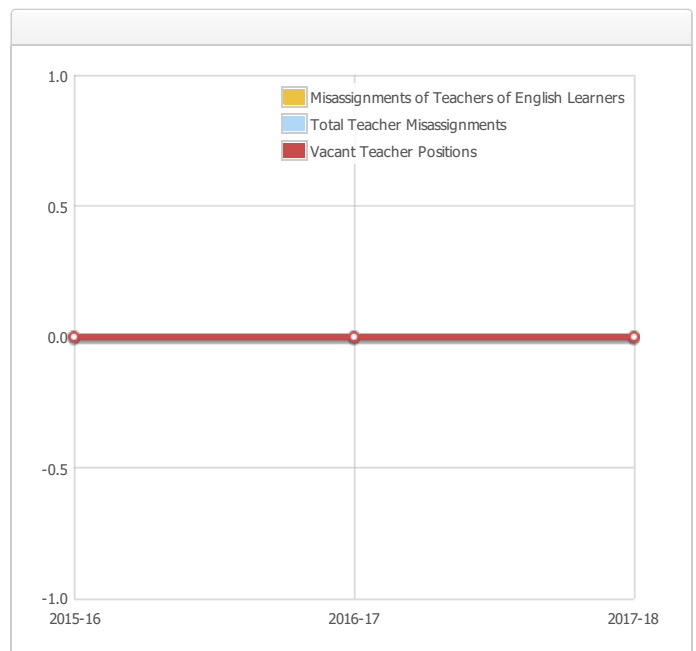
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	32	29	39
Without Full Credential	0	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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.

Last updated: 1/17/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync; Connect Ed through McGraw Hill Education Online	Yes	0.0 %
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell	Yes	0.0 %
Science	College Physics; A Strategic Approach; Pearson	Yes	0.0 %
History-Social Science	World History, the Modern Era Pearson, 2016	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/17/2018

School Facility Conditions and Planned Improvements

Summerville Union High School facilities had their last site inspection on October 1, 2017. The overall facility ranking was exemplary, with the school meeting 100% on all standards and repairs.

Last updated: 1/17/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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Last updated: 1/17/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	51%	71%	60%	48%	48%
Mathematics (grades 3-8 and 11)	33%	20%	40%	27%	36%	37%

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.

Last updated: 1/17/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	113	93.39%	51.33%
Male	71	70	98.59%	41.43%
Female	50	43	86.00%	67.44%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	17	17	100.00%	47.06%
Native Hawaiian or Pacific Islander				
White	88	81	92.05%	55.56%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	51	46	90.20%	43.48%
English Learners				
Students with Disabilities	12	12	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/17/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	121	114	94.21%	20.18%
Male	71	70	98.59%	18.57%
Female	50	44	88.00%	22.73%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	17	17	100.00%	17.65%
Native Hawaiian or Pacific Islander				
White	88	82	93.18%	21.95%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	51	47	92.16%	--
English Learners				
Students with Disabilities	12	12	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/17/2018

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	56.0%	71.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/17/2018

Career Technical Education Programs (School Year 2016-17)

Summerville High School currently has three CTE Pathways established: Agriculture, Business, and Industrial Arts.

In addition, courses in Law Enforcement and Advanced Law Enforcement are offered. In the fall of 2017, a Speech, Debate and Court Law course was added, as well as a Fire Science/EMS class taught by a Columbia College instructor. Consideration is now being given to adding a fourth CTE Pathway in the area of public safety.

Surveys of parents, students and staff in 2016-17 indicate a strong interest in additional CTE and college coursework. Results from the School Improvement Committee also demonstrated a desire for a stronger emphasis on college and career planning for students. Starting in the fall of 2017, the curriculum of the keyboarding/career class was changed to incorporate the "Get Focused...Stay Focused" program, having students explore their career interests and plan their high school classes accordingly.

Special populations of students are enrolled in all CTE course areas.

The school tracks the number of students enrolled and completing a one year and three year CTE course sequence each year.

The primary representative of the district's CTE advisory committee is Mr. Tom Dibble, Industrial Arts instructor and CTE Coordinator.

Last updated: 1/17/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	318
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	78.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.0%

Last updated: 1/17/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.9%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.0%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	5.9%	11.8%	64.7%
9	14.5%	17.1%	63.2%

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.

Last updated: 1/18/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are invited to participate in the School Site Council, Athletic Boosters, volunteers for theater productions, club activities and field trips, and members of the Sober Grad committee. Every six weeks, a newsletter is mailed home to all parents with information about upcoming meetings and events, encouraging parent participation. At the start of each school year, administrators host an orientation for all parents who are new to the district.

For academic progress, Grade Level Coordinators mail home letters to students who are in danger of failing classes, and to keep parents regularly updated on their child's graduation progress. For school delays, emergency situations, and general information that must be received by parents in a more timely manner, the district utilizes School Messenger for automated phone calls. Parents are also able to log in to Powerschool and check their child's grades in real time. Parents are encouraged to contact teachers and Grade Level Coordinators if they have any concerns regarding their child's performance.

During the 2016-17 school year, a School Improvement Committee was formed that included students, parents and staff members. This group created a survey regarding school schedules and priorities for new courses that was sent to all students, parents and staff members. The results were examined in detail.

State Priority: Pupil Engagement

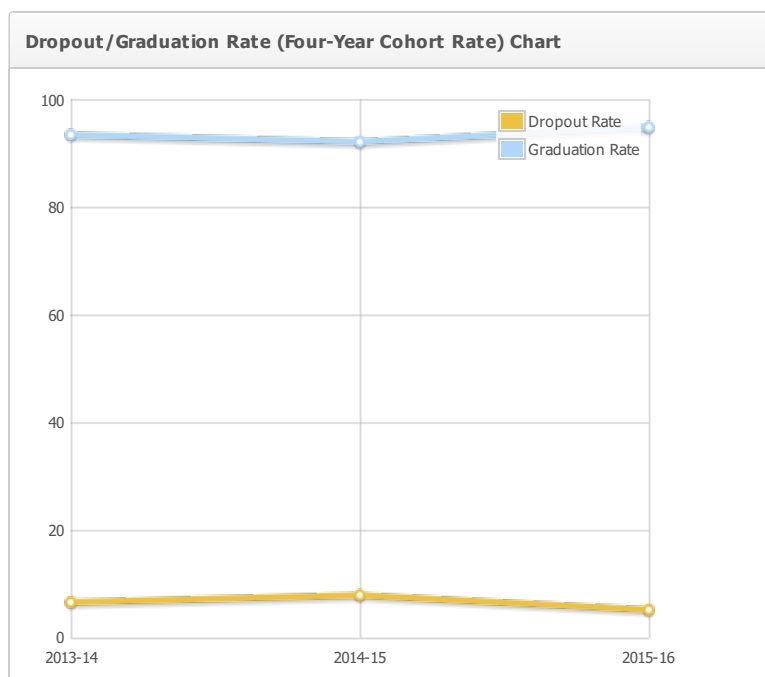
Last updated: 1/17/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	6.6%	7.9%	5.2%	5.6%	7.9%	5.1%	11.5%	10.7%	9.7%
Graduation Rate	93.4%	92.1%	94.8%	93.3%	90.1%	93.7%	81.0%	82.3%	83.8%



Last updated: 1/17/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	93.1%	100.0%	87.1%
Black or African American	66.7%	66.7%	79.2%
American Indian or Alaska Native	66.7%	85.7%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	95.6%	98.3%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	63.2%	100.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	80.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

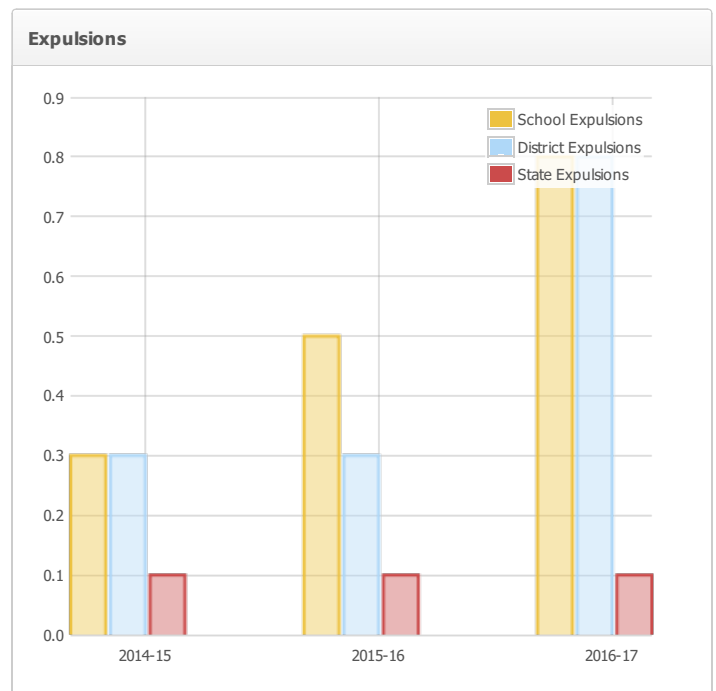
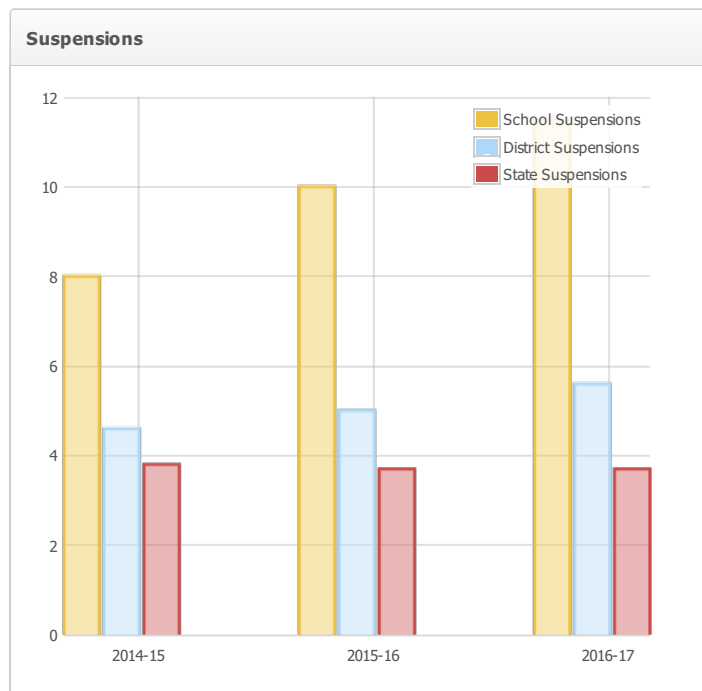
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.0%	10.0%	11.5%	4.6%	5.0%	5.6%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.5%	0.8%	0.3%	0.3%	0.8%	0.1%	0.1%	0.1%



Last updated: 1/18/2018

School Safety Plan (School Year 2017-18)

The School Safety Plan is reviewed and updated each month with the School Site Council, which includes parents, staff and students. Several modifications to the safety plan have been made in the past two years. The safety plan is annually presented to the Governing Board in March of each year. The last approval was in March, 2017.

The key elements of the plan include:

On site and off site evacuation;

Secure school situation;

Duck and cover;

Lockdown for active intruder;

Suicide prevention and response;

Natural disasters and weather related emergencies

Physical and social climate.

Last updated: 1/17/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 1/17/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/17/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	8	16	5	29.0	3	12	4	27.0	3	14	3
Mathematics	24.0	12	13	3	24.0	8	10	2	24.0	5	15	1
Science	27.0	7	9	7	27.8	3	12	3	25.0	7	8	4
Social Science	27.0	2	12	1	28.0	2	13	2	27.0	3	9	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	200.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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.

Last updated: 1/17/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12717.0	\$1974.0	\$10743.0	\$71451.0
District	N/A	N/A	\$10743.0	\$71451.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	48.2%	2.1%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

There are many level os services available to Summerville High and Connections students for support:

Math Support Classes: small classes taught by math instructor for students who need guided assistance improving their math skills and completing homework for math courses.

Language Arts Development: small classes taught by an English instructor for students who need guided assistance improving their English skills and completing English homework.

Education Specialists and support staff: Students with IEP's have a full range of Specialized Academic Support and supplementary services such as speech and language, occupational therapy, deaf and hard of hearing services, and vocational training.

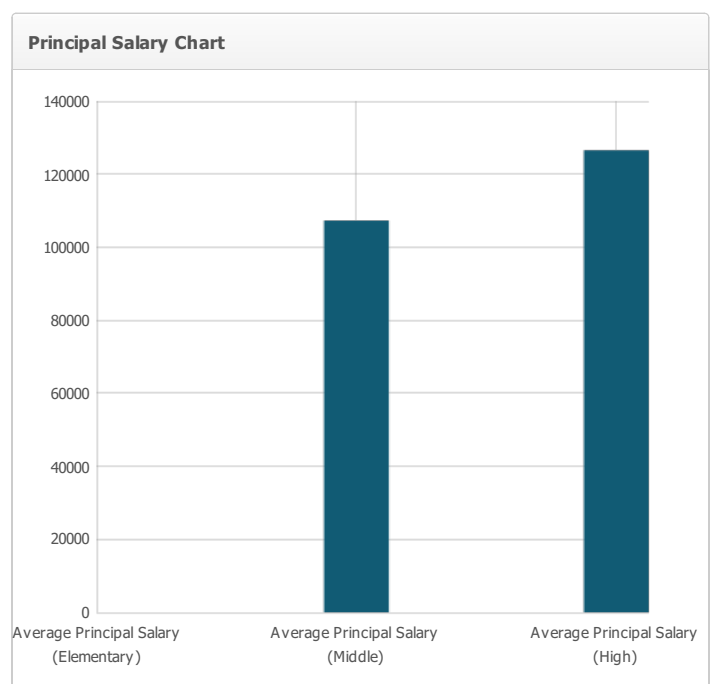
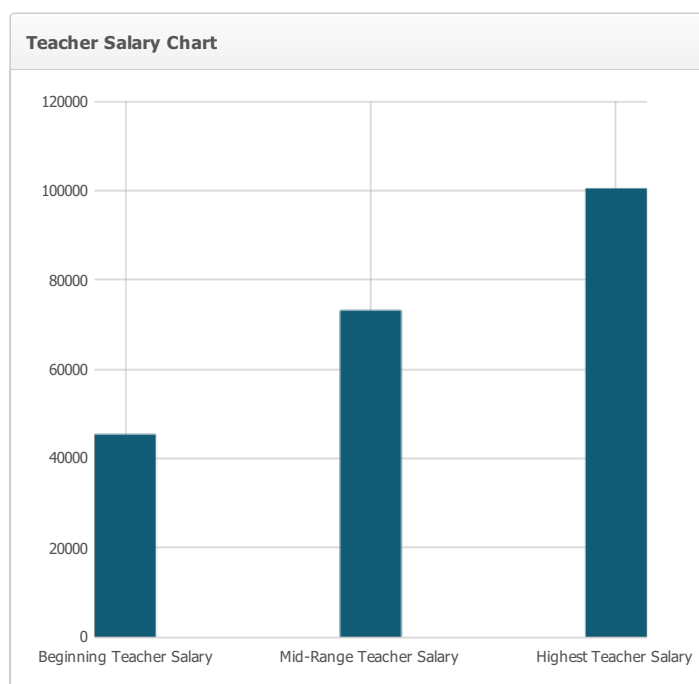
Tutoring: Tutoring is now offered 4 days per week after school. 2 days with a math instructor, 1 day with a science instructor, and 2 days with an instructional assistant.

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,365	\$45,374
Mid-Range Teacher Salary	\$73,145	\$67,188
Highest Teacher Salary	\$100,472	\$91,637
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$107,289	\$107,289
Average Principal Salary (High)	\$126,548	\$123,947
Superintendent Salary	\$144,200	\$132,751
Percent of Budget for Teacher Salaries	34.0%	28.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



Last updated: 1/18/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	7	27.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/18/2018

Professional Development

Three full days are set aside each school year for inservice training for the teaching staff. In addition, monthly staff meetings are used for both the presentation of information, discussion, and professional development.

Teachers are encouraged to attend professional development off campus as well. For example, AP Institutes, CAASPP trainings, the Rock Star training for teachers in technology, and NGSS trainings for science teachers.

During the 2016-17 school year, the district hired Julie Adams of Adams Consulting to provide 5 days of inservice training and classroom visits on the topics of effective instruction and building positive relationships with students. Two teachers and the principal attended a training on "Get Focused...Stay Focused" and one of those teachers attended a follow up summer training on implementation of the new curriculum. An administrator who was new to Special Education attended a year long academy on Special Education. Also, the science department attended several days of NGSS training.

During the 2017-18 school year, the focus of professional development is technology, supporting struggling learners, and academics. The social studies teachers were able to attend the National Teachers of Social Studies Conference in November. Each month, a teacher provides explanation and instruction on different educational apps, and a half day workshop was provided to teachers on using Google Classroom. An administrator has provided training on intervention strategies, and two trainers from an outside organization provided resources to teachers on suicide prevention strategies for students.

Last updated: 1/18/2018