

SUMMERVILLE UNION HIGH SCHOOL SELF-STUDY REPORT

Accrediting Commission for Schools

Western Association of Schools and Colleges

California Department of Education



Summerville Union High School District

17555 Tuolumne Road, Tuolumne, California 95379

March 17-20, 2018

Principal

Kellene Dittler

Deputy Principal

Stephen Sweitzer

Welcome to Summerville Union High School



Home of the Bears





Preparing Students for College, Career and Life.

Summerville Union High School District

17555 Tuolumne Road, Tuolumne, California 95379

Superintendent

Michael Merrill

Principals and Grade Level Coordinators

Kellene Ditler, Principal

Stephen Sweitzer, Deputy Principal

Daniel Atkins, Grade Level Coordinator

Jennifer Osterhout, Grade Level Coordinator

Board of Education

Randy Richter, President

Spring Maddox

Bret Taylor

Dennis Spisak

Hans deGroot

Tricia Young, Student Board Member

Summerville Union High School



WASC Self-Study Administrator In-Charge

Kellene Ditler

WASC Self-Study Coordinator

Amy Peterson

Focus Group Leaders

Category A: Lee Suggs & Tom Dibble

Category B: Karen Wessel

Category C: Sean Lillie

Category D: Brooke Hallinan

Category E: Jeff Johnson

A special thank you to the Summerville High School Certificated and Classified Staff, as well as to all community stakeholders for their participation in this process.

2018-2019 Summerville High School Staff

District Office

Jessica Lozoya
Michael Merrill
Kristi Radetich
Shari Rago

Administration

Kellene Dittler
Stephen Sweitzer
Daniel Atkins
Jennifer Osterhout

Attendance

Cindy Jensen

Main Office

Jamee Dahl
Kim Hamblin
Debbie Osborn

Computer Technician

Ben Orr

Library

Trichelle Clark

Counseling

Kevin Wychopen

Mental Health

Sarah Collie

Campus Monitor

Matt Soto

SRO

Gordon Winningham

Cafeteria

Jessica Kenitzer
Ana Cook
Debbie Talli
Kevin Townsend

Director of Maintenance

Operations and Transportation
Gilbert Hammerbeck

Maintenance

John Baldwin

Lead Mechanic

Herd Haefer

Transportation

James Baker
Jeanine Claunch
Diana Cox
Becki Flores

Custodians

Darlene Benetti
John Hard
Nick Kimball

Instructional Aids

Annelise Boyle
Fatima Craddock
Laci Phillips
Meghann Valadez

Necessary Schools

Mark Antinetti
Garrett Beal
Kathryn deGroot
Katherine Kellogg
Sean Leveroos
Mike McLaurin
Darcy Wingo
Dave Woods

Math

Charles Kamada
Sean Lillie
Mitch Nihonyanagi

English

Julie Battle
Melyndee Dewey
Brooke Hallinan
Kelley Kerns

History

Jordan Brull
Shane Patey
Lee Suggs

Foreign Language

Andrea Banks
Amy Dieste

Science

Rachel Castongia
Douglas Tucker
Karen Wessel

Fine Arts

Sarah Castle
Van Gordon
Jeff Johnson
Nichole Markle
Jim Wells

Physical Education

Paige Garcia
Amy Peterson
Dana Spurrier
Ben Watson

CTE/Ag

Katherine Kellogg

CTE/Business

Kathy Horak

CTE/Industrial Arts

Tom Dibble
Matthew Soto
Shane Warner

Special Education

Michelle Hightower
Deena Koral-Soto

Independent Studies

Dae Dyer

Summerville Parent Nursery School

Kimberly Angel

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Preface

Welcome to Summerville High School, home of the Bears! The Summerville High School community is excited to share our comprehensive self-study. There have been many improvements at Summerville since our last WASC report, and we are extremely proud of our accomplishments.

During the last full self-study in 2013, the Summerville High staff pushed the idea of finding more time to meet and collaborate as a staff in order to analyze data and communicate more frequently between departments. Professional learning days and extra prep periods have since been implemented in order to enrich and support Student Learning Outcomes for our students future. We are very proud of this implementation.

During the Fall of the 2018-2019 school year, Summerville High School scheduled staff meetings, professional development days and extra prep periods to allow staff and stakeholder collaboration in order to complete our WASC self-study. Our principal worked with the coordinator and orchestrated the the entire process by organizing staff meetings, creating focus groups, gathering and providing data to evaluate, developing timelines for the self-study process, and communicating with all involved stakeholders. The heads of each department were assigned to serve as focus group leads. Students, classified staff members, parents, administrators, and all certificated staff members comprised the focus groups. Our self-study coordinator, with support from our Leadership Team facilitated the focus groups' research, documentation, discussion, evaluation of findings, and the writing of the self-study.

Throughout the school year, faculty, staff, students and community members met in groups on designated minimum days to analyze and implement the specific directives outlined by the various WASC indicators. These groups were divided into focus areas and given tasks to complete at each meeting in order to gather evidence, disseminate all data, evaluate their findings and identify areas of strengths and weakness, and correlate findings with the WASC indicators.

Finally, the strengths and weaknesses in each focus area were analyzed to identify common areas of strength and need. Critical areas of need were identified, goals were written and an action plan was created. The WASC action plan aligns with the district LCAP goals as the Single Plan for Student Achievement. The following action plan is the final result of this process.

Chapter I: Progress Report

2013 Critical Areas for Follow-up

1. The admin needs to consider altering teaching schedules to give a department chairman an additional prep for collaboration purposes with department/grade level teams.
2. The admin and staff needs to develop a systems approach for all future implementations of programs, technology that aids in instruction and curriculum and professional development.
3. The staff needs to work collaboratively within departments to differentiate their courses. PD time and collaboration time would be needed to accomplish this task.
4. The staff and admin need to recognize that the past needs to be left in the past, assume positive intent for the future, implement a two way style of communication and to never allow those conversations to permeate into the classroom.
5. All stakeholders need to develop a LEA plan for district.

2016 Critical Areas for Follow-up

1. Professional Learning Communities will continue to foster collaboration between departments with a focus on strengthening curriculum and improving student learning.
2. Career readiness pathways will be implemented that focus on technology and other new programs, such as communications, agriculture, business, and engineering/mechanics.
3. Smarter Balanced assessments will assist in the proper placement of students and will guide RTI.
4. Establishing a comprehensive plan to establish our English and math benchmark internal exams to align with Smarter Balanced assessments.
5. The Character Counts program will continue to improve focus on student, staff, and community involvement.
6. Increase the effectiveness of technology to improve instruction.

Chapter II: Student/Community Profile and Supporting Data and Findings

I. History and Background

A. Summerville High School

Summerville High School is located in the foothills of the central Sierra. Oaks, buck brush, manzanita, and bull pines with a scattering of ponderosa pine grace the surrounding hills. The school, elevation 2,605 feet, has a four-season year. Temperatures range from the mid-teens to over 100 degrees. Sun, rain, fog, hail, and snow occur during the year.

The 54 year old facility serves the eastern portion of Tuolumne County. Tuolumne County is rural and covers a large geographical area. Some of our students travel up to thirty miles each day to school and a large number are bussed because the campus is not within walking distance of any neighborhoods. The county is supported by tourism, a reduced timber industry, retail and service occupations, as well as the local Black Oak Casino.

In 1854, the town site of Summersville was created. The town later became known as Carter's and in 1899 West Side Lumber and Flume Company established its own post office. Tuolumne was the name given to the new post office. *Tuolumne* translates to "cluster of stone huts" relating to Mi-Wuk Indian dwellings. The name Summerville comes from one of the first three names given to Tuolumne.

The Summerville Union High School District includes: Summerville High School (SHS), Connections Visual and Performing Arts Academy (CVPAA), which is a visual and performing arts dependent charter school serving 7th-12th grade students, three necessary small high schools, an independent study program, an alternative education program, and an adult education program. SHS is a comprehensive high school of 344 students. CVPAA serves 230 high school students; all of the SHS and CVPAA high school students attend classes together. There are 621 total number of students attending high school classes. The current campus was built in 1965 to accommodate 400 students. The enrollment peaked in 2000-2001 with 780 students.

Summerville High School has a principal, deputy principal, and two grade level coordinators (GLCs). The deputy principal's duties include grade level coordinator oversight of two grade levels, supervision of instruction of the CTE department, P.E. department and the history department. In addition, the deputy principal acts as the site administrator for our necessary small schools and our credit recovery program. 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 campus has been thoroughly modernized with updated classrooms and technology. Since then, technology has again advanced and we have implemented an iPad 1:1 program for our students. In addition, our district passed an 8.2 million dollar bond in 2012 to help with sport fields, facility updates, and technology. There are also plans to build a new art building and outdoor lunch pavilion this year.

The Summerville High Foundation, a group of alumni dedicated to help the school, has been, and continues to be, an intricate part in the development of sports facilities, educational programs, and teacher support. Monies generated by the Foundation are earmarked for projects: football stadium, bleachers, eight lane track, school educational programs, and classroom needs. Completed projects include a state of the art softball field and four new tennis courts along with a restroom facility.

B. Connections Visual and Performing Arts Academy

The Connections Visual and Performing Arts Academy is a charter school serving grades 7-12 located on the Summerville High School campus in Tuolumne, California. Connections VPAA opened its doors to 50 7th and 8th grade students in the fall of 2002. Each year after that, one more grade level was added, until Connections had its first graduating class in June 2007. Currently, the enrollment in Connections is 230 students.

Connections VPAA and Summerville High School have a unique and cooperative relationship. The two programs are integrated on the same school campus, and students in each school benefit from the programs offered. The focus of Connections is visual and performing arts and has drawn students from throughout the the county who have a strong interest in these areas of study. Because of the strong enrollment in this program, several levels of art, choir, theater, music, and dance classes are available, which strengthens the elective program for both Summerville and Connections students. Connections students are in turn able to benefit from the strong academic program existing at Summerville High School, and participate in athletics, ASB, school clubs, and the school band. The students of both schools are completely integrated into the academic program, and a visitor to the campus would not be able to distinguish a difference between students of either school.

Because Connections VPAA is a charter school, specialized classes in non-core areas can be offered by non-credentialed teachers to Connections students. Ballet and technical theatre are the only two offerings that are exclusive to Connections students for this reason. Another benefit of operating as a charter school is that students who live outside of the Summerville High School District attendance boundaries may attend Connections without applying for an interdistrict attendance agreement. Students choosing to enroll in Connections sign an academic agreement which requires them to commit to enrolling in two visual and performing arts electives each semester, maintain grades of C or above, and demonstrate good attendance and behavior.

Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club named the Creative Arts Support Team or CAST. There are also monthly meetings of the Connections Advisory Board, comprised of eight elected parents and the principal. On a regular basis, 8-10 parents attend the advisory meetings to discuss budget, programs, and upcoming events. Connections parents are also active on the Summerville High School Site Council and the WASC leadership team.

II. School Profile 2018-2019: Summerville High School and Connections Visual & Performing Arts Academy (VPAA)

A. Population

Summerville High School's population has declined slightly from 2017-2018, While the population of Connections VPAA has increased.

Grades	7-12
Summerville High Current Population	344
Summerville UHSD Current Population (includes necessary small schools, ind. Study and credit recovery)	621
Summerville High School Current Population	574
Connections VPAA Current Population	230
Socio-Economically Disadvantaged	210
English Language Learners	1 (Connections VPAA)
Foster Youth	1
Homeless Youth	0
Special Education	49 (7.8%)
504	46 (7.4%)
Chronic Absences (May 2018)	18%
A-G Completion Rate (June 2018)	59 of 127 graduates met A-G req. (46%)

B. Family and Community Trends:

Tuolumne County is located in Foothills of the Sierra Nevada Mountains approximately 1 hour northwest of Yosemite National Park and 2 hours southeast of Sacramento in the heart of Gold Country. Tuolumne County has a population of 54,300 people and a total of 18,000 wage and salary jobs. According to the California Department of Labor and Statistics, the per-capita income in Tuolumne County is \$43,97.00 and the average salary per worker is \$52,285. 10.7% of Tuolumne County households are at or below the poverty line, a statistic the Summerville Union High School district recognizes and addresses to ensure that our socioeconomically disadvantaged student population is supported.

(http://dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2017/Tuolumne.pdf)

C. State and Federal Program Mandates

English Learners

Summerville High does not have any English Learners for the 2018-2019 school year and neither does Connections VPAA has one English Learner currently enrolled. Per Board Policy, English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

Students are administered the Initial ELPAC test in the fall to determine fluency. If they qualify they are placed in our Language Arts Development Course.

Free and Reduced Price Meal Program

Summerville High and Connections VPAA participate in the National School Lunch Program. Parents and students can apply online or in person to receive free and reduced priced meals. Students also receive free and reduced priced iPad insurance costs as well as PSAT/SAT costs. Summerville High has 175 eligible students for the 2018-2019 school year and Connections VPAA has 26 students eligible.

Foster and Homeless Students

Summerville High has 2 foster students and 3 homeless students identified for the 2018-2019 school year. Each homeless and foster student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs.

D. Parent/Community Organizations

Summerville High School has a school site council that includes teachers, administrators, parents, classified staff and students. This council's responsibilities include aligning the site plan goals to meet the needs of the staff and the students, advising the principal regarding school budget and the school safety plan, and reviewing the Single Plan for Student Achievement and school improvement plan. In addition, the Connections VPAA Advisory Board serves in similar fashion. Several organizations support the school and provide additional funding sources. The Summerville Boosters Club provides financial support for the athletics programs.

E. Community foundation programs

There are several community programs that provide additional support to the Summerville Union High School District. The Quarterback Club provides funding to our football program. The Summerville High Foundation raises funds to support academics, athletics and the arts through “Bear Grants,” and the Creative Arts Support Team (CAST) funds and supports visual and performing arts projects and programs.

F. School/business relationships

Tuolumne County as a whole is very supportive of its local high schools. More specifically, several businesses provide a great deal of support through volunteers, funding, facilities use and community resources. Front Porch Communications provides numerous scholarships for graduating seniors each year. Black Oak Casino provides facilities, volunteers and generous financial supports throughout the year.

- Front Porch Communications
- Black Oak Casino
- Local scholarships
 - Over 85 businesses
 - Over 260 separate scholarships given
 - Over \$280,000.00 in scholarship awards in 2018
 - Front Porch Communications - STEM scholarships, 4 at \$16,000.00 each
 - Sonora Area Foundation - Perricone-Hobbin-Hodge UC Scholarship, \$15,000.00

III. Staff Profile

A. Leadership

Over the past six years, the Summerville Union High School District has undergone many administrative changes at all levels. Our current superintendent is the third Superintendent hired by the district in this time period. Michael Merrill is in his first year in the Summerville High School District. He comes to the district with 29 years' experience in education. Michael spent 25 years with Calaveras Unified School District as a teacher and coach, Assistant Principal, Principal, and Assistant Superintendent of Fiscal Services. Kellene Ditler is in her third year as an administrator in the District. She came to Summerville with 25 years of education experience. She served the District as a Grade Level Coordinator (GLC) and the Special Education Coordinator for two years and is serving as Principal this year. Deputy Principal and Grade Level Coordinator Steven Sweitzer came to the District with 19 years' experience in education. He has served the District as Deputy Principal for three years after serving as a Grade Level Coordinator for a half year. Daniel Atkins has worked as an educator for 7 years and is in his third year as a Grade Level Coordinator, and Jennifer Osterhout, an educator for 11 years is serving her first year in administration as a Grade Level Coordinator and the Special Education Coordinator. The position of Grade Level Coordinator is unique in that the administrator in this position serves as a guidance counselor and oversees discipline. Students have the same GLC for their 4 years of high school. The GLCs also oversee various departments' personnel and assist the principal by completing observations and evaluations for staff members.

B. School Staff

The Summerville High School Staff takes great pride in the atmosphere of teamwork that has developed over the past several years. In addition to our administrative team and faculty, the high school staff includes an Activities Director, Athletic Director, Library Media Technician, Technical Coordinator, two part-time crisis counselors, a registrar, attendance secretary, full time school secretary and part school clerk. Further, our Special Education department includes four instructional aides. Our cafeteria team includes our cafeteria manager and three cafeteria assistants. Our maintenance, operations and transportation department includes a Director of Maintenance, Operations and Transportation; a Transportation Supervisor; and staff of nine custodians, mechanics, and maintenance personnel. Additionally, Summerville High School students receive services from two crisis counselors. Finally, a campus supervisor, employed by the district, and a school resource officer, provided by the Tuolumne County Sheriff's Department oversee campus safety.

C. Teaching Staff

The Summerville High School employs a teaching staff of 39 educators. Two of our teachers serve only our Connections Academy Visual & Performing Arts Academy students. Ten teachers serve students placed at our three Necessary Small School campuses and in our continuation program, our independent study program and our adult education program. Two of the ten also teach courses on our main campus as well. We currently have no teachers teaching out of their credentialed area. The Summerville High School faculty is comprised of 19 female teachers and 20 male teachers. The ethnic diversity of our staff mirrors that of our student population.

Antinetti, Mark	Long Barn High
Banks, Andrea	Spanish 1-3
Battle, Julie	9th Grade English
Beal, Garrett	Cold Springs High
Brull, Jordan	World History
Castle, Sarah	Art & Film
Castongia, Rachel	Biology & Earth Science
deGroot, Katheryn	Mountain High
Dibble, Tom	Manufacturing
Dieste, Amy	Spanish 1
Dyer, Dae	Independent Studies
Flaningham, Jill	7th & 8th Grade English
Garcia, Paige	Health & Aerobics
Gordon, Van	Technical Theater
Hallinan, Brooke	English & Senior Seminar
Hightower, Michelle	Special Education
Horak, Kathy	Keyboarding, General Business & Accounting
Johnson, Jeff	Piano, Guitar & Band
Kamada, Charles	Statistics & Calculus
Kellogg, Katherine	Mountain High & Agriculture

Kerns, Kelley	11th & 12th Grade English
Koral-Soto, Deena	Special Education & Activities Director
Leveroos, Sean	South Fork High
Lillie, Sean	Math 2 & Math 3
Markle, Nichole	Drama
McLaurin, Mike	Mountain High
Nihonyanagi, Mitchell	Math 1 & Math 2

Patey, Shane	Economics, Government, Speech & Debate
Peterson, Amy	Dance & Aerobics, Athletic Director
Soto, Matthew	Law Enforcement, Campus Supervisor
Spurrier, Dana	Ballet
Suggs, Lee	US History & Yearbook
Tucker, Douglas	Physical Earth Science & Robotics
Walker, Michelle	Fire Science
Warner, Shane	Fire Science
Watson, Ben	Physical Education
Wells, Jim	Choir & Jazz @ 8
Wessel, Karen	Chemistry & Earth Science
Wingo, Darcy	Cold Springs High
Woods, Dave	South Fork High

Angel, Kimerly	Teacher-Parent Nursery School
Atkins, Daniel	Grade Level Coordinator/Connections VPAA
Baldwin, John	Maintenance
Benetti, Darlene	Custodian
Boyle, Annelise	Instructional Aid
Clark, Trichelle	Library Media Technician
Cook, Ana	Cafeteria Assistant
Cox, Diana	Bus Driver
Craddock, Fatima	Instructional Aid
Dahl, Jamee	School Secretary
D'Arrigo, Dennis	Vehicle Service Worker/Bus Driver
Ditler, Kellene	Summerville/Connections Principal, ISP Coordinator
Flores, Becki	Bus Driver/ Mechanic & Transportation Supervisor
Haefer, Herb	Lead Mechanic

Hamblin, Kim	Registrar
Hammerbeck, Gilbert	Director of Maintenance, Operations & Transportation
Hard, John	Custodian
Jensen, Cindy	Attendance Secretary
Kenitzer, Jessica	Cafeteria Manager
Kimball, Nick	Custodian

Lozoya, Jessica	Chief Business Official
McLeod, Gay	Bus Driver
Merrill, Michael	Superintendent
Orr, Ben	Technical Coordinator
Osborn, Debbie	School Clerk
Osterhout, Jennifer	Grade Level Coordinator 9th & 11th & Director of Special Education, Home Hospital
Phillips, Laci	Instructional Aid
Radetich, Kristi	Executive Secretary
Rago, Shari	ASB/Business Services Assistant
Steele, Charles	Bus Driver
Sweitzer, Steve	Deputy Principal/Grade Level Coordinator 10th & 12th, Long Barn and NSS
Talli, Debbie	Cafeteria Assistant
Townsend, Kevin	Cafeteria Assistant
Valadez, Meghann	Instructional Aid
Wychopen, Kevin	Groundsman

IV. A description of the school programs

AGRICULTURE

Introduction to Agricultural Science

This course presents a survey of the animal and plant industries in California from production to final consumption. In addition, the student studies how animals and plants affect human life. The student will be involved in an agriculture project as a "hands on" activity. Participation in FFA activities is an integral part of this course, and is required each semester.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9 and 10

Advanced Plant and Animal Science

Ag 2 is the class for our 2nd year and above members. In this class students learn how to manage our 12 acre school farm. They also learn advanced skills in plant and animal science. Students also manage the greenhouse, native plant demonstration garden and the sow breeding project.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 10,11,12

Ag Leadership

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting and/or provide them with the beginning foundation for any career setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in this program should desire to develop and expand their leadership and agricultural business skills. Student will find opportunities to develop their organizational skills by interacting not only with other class members, but with other organizations, groups and activities. Students are in charge of organizing, conducting, budgeting and evaluating activities. In addition students will work on career building skills such as resume, speaking and critical thinking skills. A high priority will rest on learning how to be an effective leader at the school and chapter level as well as in the community at large.

Prerequisites: Intro to Ag recommended UC/CSU: Yes

Target Grade Level: 10, 11,12

Ag Biology

Agricultural Biology is a laboratory science course designed for the college bound student interested in agricultural education and the FFA program. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships and animal behavior. This class is considered a laboratory life science class for college admissions.

Prerequisites: Earth Science

UC/CSU: Yes

Target Grade Level: 10

Introduction to Veterinary Science

This course provides a study of anatomy and physiology of small and large animals; proper health maintenance; sanitation and the symptoms, treatments and prevention of common diseases. Course work will include animal nutrition, safe handling and restraint and the control of parasites and diseases. The student will gain practical experience in veterinary medicine by conducting hands-on activities with livestock and will have the opportunity to investigate the field of veterinary medicine. Students will also participate in FFA.

Prerequisites: Biology

UC/CSU: Yes

Target Grade Level: 11,12

ENGLISH

English 1

This course is designed to allow students to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing. Students will become critics of literature and will learn how to write meaningful theses and organize their writing and critical ideas effectively.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

Pre AP English 1

This course is designed to allow students, at a rigorous rate, to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing and verbal presentations. Students will also study the different literary devices authors use to help readers better understand stories, and will critically examine and write about those tools.

Prerequisites: Placement test

UC/CSU: Yes

Target Grade Level: 9

English 2

This class is designed to train students to analyze and appreciate literature and to communicate effectively through the written and spoken word. Students will learn the conventions of grammar, expand their vocabulary, and hone their writing skills. We will evaluate the effectiveness and usefulness of literary devices, and students will improve in their ability to comprehend what they read. Students will learn how to structure an essay, as well as how to write persuasively, and how to self-edit. In addition, they will learn how to present their ideas and analysis to a group through effective public speaking. Students will become stronger writers and comprehend more of what they read, as well as learn how to evaluate an author's techniques and style.

Prerequisites: English 1

UC/CSU: Yes

Target Grade Level: 10

Pre AP English 2

This course is designed to allow students to examine and analyze works of non-fiction and fiction, formulating such analysis through the frameworks of different world views, philosophies, and an understanding of the human condition. Students will write several informal and formal writing pieces, including such genres as narrative writing, analysis of style, synthesis of information, persuasive writing and research. Students will read articles, historical and contemporary essays and novels to examine with scrutiny and will recognize and know how literary devices and elements contribute to a writer's effectiveness and style.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 10

College Prep English 11

This course is designed to prepare students for the full spectrum of language skills necessary for college and career success. Students will engage in constant informal and formal writing in order to become critics of literature and professionally effective in both written and verbal communication. Students will study such novels as *Huckleberry Finn*, *the Great Gatsby*, *A Thousand Splendid Suns* and *Macbeth*. Writing pieces will

include stylistic analysis, synthesis, persuasion and research. Students will examine in-depth the literary devices and techniques utilized in fiction and the rhetorical strategies used in non-fiction.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 11

College Prep English 12 (ERWC)

This course is designed to prepare students for the literacy demands of college and the world of work. The primary focus is on non-fiction reading and analysis as well as non-fiction writing. Students will examine contemporary essays, newspaper and magazine articles, editorials, reports, work related documents and two full length works (a novel and a non-fiction piece) and will be able to think critically about such texts, being able to understand rhetorical devices and recognize fallacies within works.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 12

College Prep English Honors

Students in this class are participating in the Academic Decathlon competition. Much of the year is spent reading, discussing, studying and analyzing the art music, language, literature, science, economics and social sciences of the current theme for the competition, as well as reading the themed novel. Students will also be giving prepared and impromptu speeches, practicing timed essays, take-home essays, a synthesis essay, and a personal statement. Students will also analyze, discuss and compare a variety of fictional and non-fictional writings. All students will participate in the regional academic decathlon competition, which is on a Saturday in February. The 9 students who qualify will also be required to attend the state competition in Sacramento, which is a 4-day event in March.

Prerequisites: Interview, teacher rec. UC/CSU: Yes

Target Grade Level: 11,12

AP English Language

This course is designed to engage students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The writing and reading in this course are designed to make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way genre conventions and the resource of language contribute to effectiveness in writing. This course is offered in alternating years with AP English Literature. Students are expected to take the AP Exam. The district will pay the exam fee.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 11, 12

AP English Literature

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. This course is offered in alternating years with AP English Language. Students are expected to take the AP Exam. The district will pay the exam fee.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 11, 12

FOREIGN LANGUAGE

Spanish 1

This is an introductory course designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on listening, speaking, reading and writing. Homework is integral to reinforce concepts and skills from class. Participation is a key requirement.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10

Spanish 2

Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Continuous effort to use the target language is essential. Active participation is a must!

Prerequisites: C or above in Spanish 1

UC/CSU: Yes

Target Grade Level: 10, 11

Spanish 3

Spanish 3 aims to continue to develop the listening, speaking, reading and writing skills acquired in Spanish 2. The class is structured around storytelling in the target language as well as activities, essays, projects and readings which will enhance the students' understanding of previously learned vocabulary, grammatical structures and aspects of a wide array of Spanish speaking cultures. Students are expected to speak, read and write in Spanish, as well as respond to authentic audio sources. This course aims to continue to foster excitement for the language, which requires commitment, enthusiasm and active participation from all students.

Prerequisites: C or above in Spanish 2

UC/CSU: Yes

Target Grade Level: 10, 11, 12

Spanish 4

Spanish 4 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on aural skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of Hispanic culture are emphasized through cultural readings, media, games and class discussions. Pre AP activities will be integrated into curriculum.

Prerequisites: C or above in Spanish 3
or teacher approval

UC/CSU: Yes

Target Grade Level: 11,12

AP Spanish

This course focuses on composition and literature to prepare students for the Advanced Placement Language and Composition exam. It is a rigorous course for those students who have excellent academic skills. Students will focus on extensive reading of nonfiction, essays, short stories, drama, novels and poems and analysis of that reading through writing. Students will also be expected to demonstrate competency through writing essays exhibiting narration, description, argument, and exposition as well as produce research papers and

timed writings. Students will become familiar with rhetorical techniques and how authors employ them. The course is based on the California State Standards. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. Students are expected to take the AP Exam at the end of the course. The district will pay the exam fee.

Prerequisites: C in Spanish 4 or teacher rec. UC/CSU: Yes

Target Grade Level: 12

MATHEMATICS

Math IA

This course is an introductory, skills development class to prepare students for Math I.

Prerequisites: Placement exam or Teacher rec.

UC/CSU: No Target Grade Level: 9

Integrated Math I

This course covers: organizing single variable data, problems and linear functions, proportional reasoning, and modeling situations using multiple representations. Students will understand linear equations, solving, graphing, intercepts and slopes. They will study area and perimeter, the Geometry and Algebra of right triangles, quadratics, statistical analysis and probability.

Prerequisites: Placement exam or C in Math 1A UC/CSU: Yes Target Grade Level: 9 or 10

Integrated Math II

This course covers: Tools of Geometry, introductions to proofs, properties of triangles, trigonometry, circles, three dimensional figures, introduction to quadratic equations, real number system, other functions and inverses, parabolas and probability.

Prerequisites: Placement exam or C or above in Math I UC/CSU: Yes

Target Grade Level: 9, 10 or 11

Integrated Math III

This course teaches students to: Interpret data in a normal probability distribution, make inferences and justify conclusions, make decisions using complex probability models and search for patterns. Students will learn quadratic functions, polynomial expressions, equations and modeling, rational and radical functions. They will learn to graph exponential and logarithmic functions and trigonometric functions.

Prerequisites: Teacher recommendation or C or above in Math II UC/CSU: Yes

Target Grade Level: 9 or 10

Pre-Calculus

The Pre-calculus course is designed for students who want to be better prepared for AP Calculus or college-level Calculus courses while still in high school. Students will extend and deepen their knowledge of advanced Algebra techniques, Analytical Geometry and Statistics.

Prerequisites: C or better in Math III UC/CSU: Yes Target Grade Level: 10,11,12

AP Calculus

Calculus AB is focused on preparing students for the AP Calculus exam in the spring. Taking the AP exam is a requirement for students enrolled in the course. Students will learn to solve problems and justify solutions analytically, graphically, numerically and verbally. Topics covered include: a review of algebra and geometry, investigation of limits, methods of taking derivatives, anti-derivatives, applications of integrals, transcendental functions, areas between curves and volumes of revolution. Students are expected to take the AP exam at the end of the course. The district will pay the exam fee.

Prerequisites: Math II, III and Pre-Calculus UC/CSU: Yes Target Grade Level: 11, 12

AP Statistics

This course is designed to develop the necessary critical thinking skills to make sense of data. Students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will draw connections between the observed data and how to interpret their conclusions based on sound statistical evidence. Students will learn to use graphing calculators and read computer outputs as tools for the analysis of data. Students are expected to take the AP exam in May. The district will pay the exam fee.

Prerequisites: Math I, II, III UC/CSU: Yes Target Grade Level: 11,12

Survey of Math

This course provides an overview of Algebra, Geometry, Probability and Statistics. Learned concepts will be applied in construction related projects during the second semester. It is strongly recommended that students complete geometry or Math II prior to taking the course.

Prerequisites: Math I, II UC/CSU: No Target Grade Level: 11, 12

PHYSICAL EDUCATION

Athletic PE/Study Skills

This two period blended course will provide student athletes the opportunity to reach their academic and athletic goals during the school day. It is intended for student athletes committed to improving their athletic performance by increasing fitness in the areas of strength, agility, jump training and overall conditioning combined with time to focus on academic success. Students will enroll in both 4A and 4B.

Prerequisites: Varsity athlete UC/CSU: No Target Grade Level: 10,11,12

Coed Aerobics

This course provides an exercise experience using a non-competitive approach. The primary physical activities involve aerobics, strength training, plyometrics and conditioning. The goal of this course is to prepare students for a lifetime of fitness.

Prerequisites: None UC/CSU: No Target Grade Level: 10, 11,12

Coed Core PE

This course introduces students to a variety of team and individual activities including football, soccer, basketball, volleyball, hockey, badminton, pickleball, kickball and softball. Students will also test in eight

fitness categories each grading period. Students are graded on participating, dressing out, and fitness tests. Throughout the year, students will learn basic rules of different sports and well as competitive spirit and sportsmanship.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Coed Weight Training

This course consists of instruction in basic anatomy and a variety of techniques in fitness training using free weights and machines. Instruction includes flexibility, quickness and endurance training with an emphasis on reducing the severity of skeletal injuries as well as increased overall strength through different workout plans. Students will be tested monthly to track progress toward strength goals as well as fitness testing. Proper technique and safety are stressed and the students should be able to develop a fitness plan by the end of the course.

Prerequisites: Core PE

UC/CSU: No

Target Grade Level: 10, 11, 12

Dance

This course is designed to encourage students to participate in dance activities in order to improve or maintain personal levels of health related physical fitness. By the end of this course, students will comprehend the basic movements, timing and rhythm of various dances. Students will have an understanding of proper warm up and cool down, proper stretching exercises, correct form for toning and conditioning, as well as various dance routines.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10, 11, 12

Dance/Ballet

Ballet I focuses on proper body alignment, strength and ballet technique. Students will be learning and applying ballet vocabulary with movement. They will be tested on vocabulary, accuracy of basic movement and ability to learn and perform choreography. The ballet curriculum is designed to help dancers create a strong foundation through repetitive movement and of ballet vocabulary. With focus on creativity, discipline and technical development, dancers will work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. Ballet II is designed to help dancers expand the fundamentals of ballet. Students must have at least one year of ballet instruction. A recital is required of all ballet students in the spring, with one school time performance and one evening performance.

Prerequisites: Connections student

UC/CSU: No

Target Grade Level: All

Team Sports

This course consists of instruction in a variety of team and individual sports. As an upper division course, the focus is on advanced techniques and strategies in a more competitive atmosphere. Students will gain leadership and followership skills as well as teamwork and sportsmanship. Students will learn the importance of creating competitive teams and organize tournaments to enhance their athletic experiences.

Prerequisites: Core PE

UC/CSU: No

Target grade level: 10,11,12

Basketball

This course consists of instruction in the sport of basketball. As an upper division course, the focus is on advanced techniques and strategies in a more competitive atmosphere. Students will gain leadership and

followership skills as well as teamwork and sportsmanship. Students will learn the importance of creating competitive teams and organize tournaments to enhance their performance in the sport of basketball.

Prerequisites: Core PE

UC/CSU: No

Target grade level: 10,11,12

CTE (Career Technical Education)

Accounting

This course teaches the complete accounting cycle--analyzing transactions, recording transactions in journals, posting, preparing financial statements, banking activities, adjusting and closing entries, and payroll. Students learn both the manual method of bookkeeping and the computerized method using QuickBooks. This class reinforces math, spreadsheet, and 10-key skills. It counts towards math credit for graduation. Accounting is the language of business and is extremely helpful to students majoring in business in college. It will prepare any student for an entry level job in accounting.

Prerequisites: 16 years old or 11th grader

UC/CSU: No

Target Grade Level: 11, 12

Advanced Auto Repair

This class is designed to train students in advanced skills in automotive repair. It will concentrate on repair and maintenance and troubleshooting of the various automotive systems such as engines, electrical, engine performance, suspension and steering, brakes and transmissions. The class will involve classroom instruction, demonstration and shop experience. The student may select some repair jobs of their own to perform.

Prerequisites: General Auto

UC/CSU: No

Target Grade Level: 11,12

Elementary Education

CTE Elementary Education is a course designed to allow students to work with elementary school teachers in the capacity of a teacher's assistant. Student's duties include but are not limited to: making copies, grading papers, entering grades into the computer, designing bulletin boards, preparing lesson plans, teaching and working with students on a one-on-one basis, small group, or entire class. The students keep journals and timecards and meet with their high school teacher twice monthly to enhance learning and turn in paperwork. Students must provide their own transportation to the school site.

Prerequisites: 16 years old or 11th grader

UC/CSU: No

Target Grade Level: 11, 12

Fire Science/EMS

This course is taught by an instructor from Columbia College. Students learn principles of fire science during the first semester and earn certification in first aid/CPR. During the second semester, students learn principles of Emergency Medical Services. Students earn credits from Summerville High and from Columbia College.

Prerequisites: Must enroll with Columbia College

UC/CSU: Yes

Target Grade Level: 11,12

Law Enforcement

CTE Law Enforcement is a course designed to introduce students to the basic skills necessary for a career in law enforcement. This course provides students an opportunity to explore different careers in law enforcement. It is taught by an instructor with law enforcement experience, and introduces students to the history of law enforcement, career opportunities and practical techniques. Students will study penal code, traffic codes,

arrest and control techniques, traffic stops, communications and weapon safety, building searches, and have guest speakers.

Prerequisites: 16 years old or 11th grader UC/CSU: No Target Grade Level: 11, 12

Advanced Law Enforcement

Students in the Advanced Law Enforcement class will continue with 42 learning domains that are taught in Police Officer Safety and Training academies. There will be a concentration on more hands on techniques including officer safety, defensive tactics and scenarios that they will encounter as Law Enforcement Officers. They will be taught officer leadership skills, first responder information and trained on what to expect when testifying in court. Students will participate in mock trials using the incident reports that they write in class. Students will also learn about the extensive hiring process that officers are put through and will participate in mock interview panels and physical testing. Students will be required to keep a portfolio that will be turned in as a final project that will contain all the Learning Domains as well as a resume that they can use to show knowledge when applying for police academy.

Prerequisites: Law Enforcement UC/CSU: No Target Grade Level: 12

Work Experience

The Work Experience program helps students to choose a career path wisely; prepares them for full-time employment suitable to their interests and abilities; and affords students the opportunity to learn to work with others in ways that are successful and rewarding. It links the academic core curriculum with the world of work and promotes student's school-to-career transitions by helping them develop skills, habits and attitudes conducive to job success and personal growth. Students must provide their own transportation to and from the work site, be employed a minimum of 10 hours per week for one period of work experience and a minimum of 15 hours per week for two periods. Students will leave campus at lunch time on the days their work experience class falls. They must be covered by worker's compensation. Students must have a minimum 2.0 GPA to enroll in work experience.

Prerequisites: 16 years old and 11th grade UC/CSU: No Target Grade Level: 11, 12

SCIENCE

Biological Earth Sciences

This course is to introduce students to the fundamental concepts of biology and its interrelation with the earth sciences. A balance of information covering the six major units of Biology will include an introduction to biology, ecology, cells, genetics, evolution and human biology. Students will discover the intricacies of living organisms and develop a desire to continue learning about living organisms and how they interact with the Earth's systems. This course is considered a laboratory life science for college admissions.

Prerequisites: None UC/CSU: Yes Target Grade Level: 10

Ag Biology

Agricultural Biology is a laboratory science course designed for the college bound student interested in agricultural education and the FFA program. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification,

ecological relationships and animal behavior. This course is considered a laboratory life science for college admissions. This course is considered a laboratory life science for college admissions.

Prerequisites: Earth Science

UC/CSU: Yes

Target Grade Level: 10

Chemistry Earth Sciences

Chemistry is a California Standards based course that teaches the basics of matter and its changes and studies its connections within the Earth's systems. This course is designed for the 4-year college prep student and or any student with a possible interest in a science based career. Topics and skills covered will help prepare a student for high school physics and college level science courses. Laboratory experiences and demonstrations are designed to provide concrete experience in the chemical principles.

Prerequisites: To be in or completed Math III

UC/CSU: Yes Target Grade Level: 11,12

Physical Earth Science

Physical Earth Science is an entry level science course designed to meet the physical science requirement for graduation. Students must pass with at least 60% each semester to satisfy the graduation requirement. Students will develop an understanding and appreciation of the basic characteristics, history and processes of planet earth. They will realize that we interact with aspects of the earth system every day, understand the environment and natural hazards within the context of earth science and understand the interconnection between various earth processes and topics.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

Human Anatomy and Physiology

A college prep course designed to introduce students to the fundamental concepts of human anatomy and physiology. Subject matter includes the major structures and functions of the ten organ systems, a balance of anatomical and physiological concepts and discussions of diseases and dysfunctions of the body in order to reinforce the understanding of normal human body structure and function.

Prerequisites: C or above in year of Biology

UC/CSU: Yes

Target Grade Level: 11, 12

Conceptual Physics

This is a mid-level physics course for those interested in science, technology, medicine, or math. The course is aimed at enabling students to appreciate the role of physics in today's society and technology. Has an emphasis on the fundamental laws of nature and the math on which all science is based. Students will work collaboratively in groups for labs and projects over the course of the year.

Prerequisites: To be in or have taken Math III

UC/CSU: Yes

Target Grade Level: 11,12

AP Physics

This is a high level physics course for those interested in a career in science, technology, medicine, or math. The course will emphasize in mechanics, waves, electromagnetism, classical physics and the interactions with the world around us. Class will rely heavily on a math background and working collaboratively in groups in labs and projects over the course of the year. Students are strongly encouraged to take the AP Physics exam in May. The district will pay the exam fee.

Prerequisites: To be in or completed Pre-Calculus UC/CSU: Yes Target Grade Level: 11,12

SOCIAL STUDIES

AP European History

This course focuses on European History from 1450 to the present. It is taken in place of World History. Students will investigate the content of European history for significant events, individuals, developments and processes in four historical periods. Students will analyze primary sources, make historical comparisons, and learn chronological reasoning and argumentation. It will be expected that students will take the AP exam at the end of the course. The district will pay the exam fee.

Prerequisites: Academically strong student UC/CSU: Yes Target Grade Level: 10

Economics/Civics

This class is a one semester required course for seniors designed to cover the basic concepts of economic principles: 1) to teach students a set of analytical skills enabling them to make objective judgments about daily issues, 2) to help students gain a better understanding of the world around them, 3) to make students better aware of how they affect the economy and how it affects them, and 4) to make students better able to fulfill their responsibilities as citizens in a free-enterprise economy.

Prerequisites: None UC/CSU: Yes Target Grade Level: 12

Government

Government is a one semester required course for seniors covering various types of government and a study of the legislative, executive, and judicial branches of (principally) the United States government, and to a lesser extent, state and local government. There will also be a review of colonial history and the history of the early United States leading up to the ratification of the Constitution. This document will be analyzed in detail.

Prerequisites: None UC/CSU: Yes Target Grade Level: 12

United States History

Students will gain a general knowledge of United States History from 1492-Present. Students will improve their ability to think critically and express themselves in written and verbal form. Students will complete paragraphs summarizing what they learned after each class period. There will be quizzes on geography and historical periods. Students will present a report on a U.S. State during the first semester and on a significant person or event during the second semester.

Prerequisites: None UC/CSU: Yes Target Grade Level: 11

AP United States History

In AP US History, students have the opportunity to take a college-level course and earn undergraduate credit by passing the AP test. This year-long course will see students examining the major concepts, themes, people, and events in the history of the nation's social, political, and economic development. The course will provide students with knowledge of the critical elements of American history, and it will hone their critical-thinking skills. Students will be asked to read and write analytically and to assess historical evidence in meaningful ways. Students are expected to take the AP exam. The district will pay the fee.

Prerequisites: Teacher Recommendation UC/CSU: Yes Target Grade Level: 11

World History

Students will study the major turning points that shaped the modern world. Our studies will take us from the ancient Greeks to modern day revolutions. This includes the rise of democratic ideas to help us understand the historic roots of current world issues, especially as they relate to international relations. The goal is to engage historical issues, events, and ideas to better understand the world today.

Prerequisites: None UC/CSU: Yes Target Grade Level: 10

GATE--World Geography/World Religions

This elective class gives students the opportunity to understand other countries, cultures, beliefs. The first semester covers the political, physical and cultural geography of the following regions: North America, Latin America, Africa, Europe, Asia and Oceania. Students hand draw a detailed political map and physical map of each of the above regions. The second semester is spent reading the book and taking notes, participating in discussions, taking exams, doing research and projects, and listening to guest speakers from a variety of faiths.

Prerequisites: None UC/CSU: No Target Grade Level: 11, 12

SPECIAL EDUCATION

Resource

The Resource Program is designed to meet the needs of students who have active IEP's and require academic support as individuals and in a small group setting. Students will receive guidance and assistance on study skills and completing work for outside classes, as well as assistance towards meeting IEP goals. Resource courses are listed on transcript as "Foundation"

Prerequisites: Active IEP UC/CSU: No Target Grade Level: All

Special Day Class

This class works with students who have active IEP's and instruction is provided in small group settings. Students are given time to work on class work as well as homework from other classes in order to support individual goals set during the IEP meetings. Students are encouraged to develop structured organization skills and maintain regular communication with on-campus instructors regarding work load and assignments. SDC courses are listed on transcript as "Basic."

Prerequisites: Active IEP UC/CSU: No Target Grade Level: All

NON DEPARTMENTAL REQUIRED CLASSES

Health

This course emphasizes the importance of knowledge, attitudes and practices relating to personal health and wellness. It is designed to expose students to a broad range of issues and information relating to the physical, social and emotional aspects of personal health and well-being.

Prerequisites: None UC/CSU: No Target Grade Level: 9

Keyboarding/Career Development

This is a required course for all 9th graders, which gives them the opportunity to learn to keyboard using the "touch" method with proper keyboarding technique. It also allows students to develop job acquisition skills, work ethics, and a career pathway for high school and beyond. Students use Microsoft Word to format letters, reports and flyers; and Excel to prepare spreadsheets and graphs based on career assessment inventories. Students investigate career options, complete job applications and resumes and experience a mock job interview and complete the curriculum for "Get Focused...Stay Focused."

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Senior Seminar

This is a required course for all seniors. The goal of senior seminar is to help students transition smoothly from high school to college or a career following graduation. This course is designed to provide students with the tools necessary for completing a successful senior project and research essay, identifying a path for life after high school, and applying for colleges, trade schools or jobs that will help them achieve their future goals. During the year, students will learn more about college and career opportunities, as well as receive information relevant to seniors about school activities.

Prerequisites: None

UC/CSU: No

Target Grade Level: 12

VISUAL AND PERFORMING ARTS

Art

Beginning Art: Students learn the fundamental elements of art. Line, Shape, Form, Color, balance, and pattern. Students develop drawing skills by learning contour drawing techniques. Students learn the basics of graphite drawing and develop skills in creating tone. Students will study landscape composition as well as the basics of artistic composition. Students are exposed to art history and the study of other cultures arts and their contribution to our global society. Students have homework. Working at home is not required but recommended.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Advanced Art I/II: Students build on the skills learned in beginning art with the addition of the concept of narrative art – art that tells a story. Students develop deeper understandings of rhythm and balance and how to create interesting compositions. Students will begin working with three dimensional projects in a variety of media. Students study mosaics and create original mosaics. Students think critically of the story that their art tells.

Prerequisites: Beginning Art

UC/CSU: Yes

Target Grade Level: 10,11,12

Advanced Art III/IV: Adds more levels of complication and in depth study of the art standards. Students are expected to have developed observational drawing skills in previous classes as well as inventing their own subject matter and narrative content. Students should be comfortable in working in a variety of mediums. Students should be able to analyze works of art including their own and self-evaluate based on art standards.

Prerequisites - Advanced Art I/II

UC/CSU: Yes

Target Grade level: 11,12

Studio Art Studio art students must complete three professional works of art ready for gallery installation and fulfill the studio art contract in each piece. Students must challenge themselves with mediums, degree of difficulty and subject matter.

Prerequisites: Teacher rec. UC/CSU: Yes

Target Grade Level: 11,12

Drama

Beginning Drama students are introduced to the Stanislavski System, the beginning theatre student gains experience in the performing arts collaborative process. The beginning actor develops the following Student Learning Outcomes at the beginning level: acting, directing, audition techniques; exploration of theatre through cultural and historical context; formal and informal peer and self-evaluation; development of communication skills; and self-discipline, which are all applicable to career skills and lifelong learning.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10, 11, 12

Advanced Drama students gain additional experience in the performing arts collaborative process, using the Stanislavski System. The advanced actor continues to develop the following student learning outcomes at the advanced level: acting, directing, audition techniques, exploration of theatre through cultural and historical context, formal and informal peer and self-evaluation, development of communication skills and self-discipline, which are all applicable to lifelong learning. Students will be expected to spend time out of class rehearsing with scene partners, and to attend one performing arts production per semester.

Prerequisites: Beginning Drama

UC/CSU: Yes

Target Grade Level: 10, 11,12

Technical Theater: This course is to introduce students to all of the "backstage" workings for theater productions. Students will learn basic elements of set design, construction and painting, prop management, costumes, make up, and operating the sound and light board. Students will be expected to actively participate as members of the tech crew for productions.

Prerequisites: Connections student UC/CSU: No

Target Grade Level: All

Film and Animation

Beginning students learn the fundamentals of film language and how to tell a meaningful story visually. Students learn how to operate the film cameras and editing software. Advanced students build on previous skills learned with more sophisticated equipment and techniques. Students are exposed to live action, traditional animation, stop motion animation and computer animation. The year culminates in our annual film festival and awards.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Instrumental Music

Beginning Band: This course is open to all students. Students will begin a systematic approach to learning how to read music on a selected instrument. Students will learn correct assembling and handling of instrument, body position, basic pitch and rhythm reading as well as basic music theory. Additionally, students will listen to a wide variety of music from all time periods, from Renaissance to contemporary. Beginning band students will be required to perform at a number of outside events, including parades, and the winter and spring concerts.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Advanced Band (Orange Crush): This class is open to all students who have had at least one year of beginning band or another school music program and have the ability to read music proficiently. Students will continue to develop advanced instrumental techniques and ensemble skills through the study of outstanding concert band and pep band literature. Like any performing group, students' efforts have a profound impact on the results. Preparation and participation at every rehearsal is of paramount importance. Members will be

required to perform at a number of outside performances including community events, parades, winter and spring concerts as well as all home football and basketball games.

Prerequisites: 1 year music instruction UC/CSU: Yes Target Grade Level: All

Jazz Band (Zero Hibernation): This is a selective and specialized course designed to offer highly qualified musicians the opportunity to study and perform a variety of jazz styles. Emphasis is placed on advanced music reading and development of improvisation skills. This course is open to saxophones, trumpets, trombones, bass, guitar, piano and drums. This class meets zero period, from 7am to 7:50am. Additionally, Zero Hibernation Jazz Band members are required to attend a large number of performances outside of school each year including winter and spring concerts as well as other community events. Members participate in festivals each year as well.

Prerequisites: Audition, 1 year band UC/CSU: Yes Target Grade Level: 10, 11, 12

Beginning Guitar: This course is open to all students. Students will begin a systematic approach to learning how to read music on the guitar. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of guitar music from all time periods from Renaissance to blues and rock. Students will have the opportunity to perform in small groups for the class.

Prerequisites: None UC/CSU: Yes Target Grade Level: All

Orchestra: This course is open to all students. Students will begin a systematic approach to learning how to read music on an orchestral (string) instrument. Students will learn correct assembling and handling of instrument, body position, basic pitch and rhythm reading as well as basic music theory. Additionally, students will listen to a wide variety of orchestral music from all time periods, from Renaissance to contemporary. Orchestra students will be required to perform at the winter and spring concerts. Instruments are provided if students do not have their own.

Prerequisites: None UC/CSU: No Target Grade Level: All

Beginning Piano: This course is open to all students. Students will begin a systematic approach to learning how to read music on the piano. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of piano literature from all time periods from Renaissance to blues and rock. We will also examine the history and evolution of the piano/keyboard/synthesizer.

Prerequisites: None UC/CSU: Yes Target Grade Level: All

Vocal Music

Varsity Choir: This is a beginning to intermediate vocal music course, focusing on the physical aspects of correct vocal tone production. All singers, from beginners to the experienced, are welcome in this class. Music of many styles and genres are explored, ranging from classical and folk to contemporary and show tunes. Students will further develop their knowledge of music fundamentals and sight singing, as well as increase their awareness of pitch and harmony. Students are required to perform in one fall and one spring evening concert.

Prerequisites: None UC/CSU: Yes Target Grade Level: All

Show Choir/Concert Choir: This Choir is designed for students with previous vocal music experience and is a performance class. Special emphasis is placed on stage presence, and showmanship needed for

choreographed production numbers. Basic dance steps are learned, but the class also offers challenges for the experienced singer/dancer. This group is a concert choir as well as a show choir, and vocal music from many genres and styles are learned and performed. Attendance at all performances and some after school rehearsals is required. There are 1-2 festival competitions per year, in addition to at least two concerts.

Prerequisites: Audition, 1 year choir UC/CSU: Yes

Target Grade Level: All

Advanced Jazz Choir (Jazz @ 8): Jazz @8 is open to advanced singers in grades 10-12 and is offered by audition only. Students study advanced, specialized literature composed for the small group jazz ensemble, with emphasis placed on improvisational skills and microphone technique. Concerts and other performances are an important part of class activity, and participation is required. Students perform at concerts, jazz festivals, community functions, athletic events and other schools.

Prerequisites: Audition, 1 year choir UC/CSU: Yes

Target Grade Level: 10, 11,12

ELECTIVES

Advanced Keyboarding

This course introduced more advanced features of Microsoft Word and is designed to improve keyboarding skill and technique. Students practice daily to improve keyboarding speed and accuracy, and work at their own pace on documents including: letter formats, reports, memorandums, tables, footnotes and references, newspaper columns and flyers. There is an optional word processing competition offered at the Vocational Olympics every other year.

Prerequisites: Keyboarding

UC/CSU: No

Target Grade Level: 10, 11, 12

Cafeteria Assistant

This course provides students an opportunity to learn how to prepare food, serve food, and use kitchen equipment in a professional kitchen. Students will have the opportunity to take the food handlers course in order to earn a CA Food Handlers *Serve Safe* certificate. Kitchen staff will provide a letter of reference upon request for students interested in applying for a job in the food service industry. Administrator must give pre-approval.

Prerequisites: Grade Level Coordinator Signature UC/CSU: No Target Grade Level: 11, 12

Mechanics

This is competency-based course in which students will study rope work; repair welding; general maintenance including construction, electricity, plumbing, and concrete; and small engines. This course includes classroom instruction and practical work.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Manufacturing

Students explore, with a hands-on approach, modern manufacturing applications. This will introduce students to proper safe work habits and skills used in the manufacturing areas of; machining, casting, forging, welding, and sheet metal. Emphasis will be placed on finishing with accurate construction and workmanship.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10-12

Advanced Manufacturing

This is a class with advanced skills where students explore, with a hands-on approach, modern manufacturing applications. This will emphasize proper safe work habits and skills used in the manufacturing areas of machining, casting, forging, welding, and sheet metal. Students will work toward becoming more proficient in basic manufacturing skills as well as become more advanced in their skills. Emphasis will be placed on accurate construction and workmanship.

Prerequisites: Manufacturing

UC/CSU: No

Target Grade Level: 11-12

General Business/Entrepreneurship

This course is designed to provide students with a broad understanding of the business world. Students learn the basics of economics including decision making, systems, roles and measurements. Next, the class focuses on entrepreneurship. Students learn business structures and management/marketing techniques, then design and present their own business using a PowerPoint presentation. Finally, the class comes together to become a corporation. They must create, market and produce a product or service, and keep financial records for a corporation. It is recommended that students participate in the Occupational Olympics in the Entrepreneur competition in the spring. May require 5-10 hours outside of class to produce product for corporation.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

General Automotive Repair

The automotive repair course is a comprehensive automotive program. Students will receive instruction in component identification, diagnosis and replacement, rebuilding and repair, adjustment and servicing procedures. Instruction will provide students with entry level skills in electrical systems, engine performance, brakes, suspension and drivetrain. Instruction will include basic lecture, demonstration, and hands on work. Evaluation will be on academic work and demonstration of competency.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Journalism

The major purpose of this year-long course is to prepare students for the literacy and writing demands of journalism. It presents a process for helping students understand the ethics and law of journalism first before delving into the process of creating their own Summerville High School newspaper. During the first semester, they will examine the history of journalism, the ethics that are essential in journalism, the process of examining news, how to interview properly, and how to establish a purpose and follow through with the writing, editing, and revising process of different articles. Semester Two: Now that students understand the ethics of the press and how to write for each genre, they will decide which beat they will cover for the newspaper. Each week, they will be assigned one article, where they will have to conduct interviews from a variety of sources, write under pressure in class, work through three drafts (or more), and complete a final draft that can be published. All students will play a role in designing the paper and creating a name for the paper. This class does not meet an English requirement.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10,11,12

Language Arts Development I

This course is designed to support students in the areas of reading, vocabulary development and critical thinking. This course is taught concurrently with the regular English class, giving extra time and guidance for

students to complete their English homework and for students to have a deeper understanding of their course work. This course supplements English 1 or 2.

Prerequisites: Teacher Rec or Admin Placement UC/CSU: No Target Grade Level: 9, 10

Language Arts Development II

This course is designed to support students in the areas of reading, vocabulary development and critical thinking. This course is taught concurrently with the regular English class, giving extra time and guidance for students to complete their English homework and for students to have a deeper understanding of their course work. This course supplements English 11 or 12.

Prerequisites: Teacher Rec or Admin Placement UC/CSU: No Target Grade Level: 11, 12

Math Support I and II

Math Support I course is to provide additional support to students in Math I or Math II to help them be successful in a rigorous math course. Math Support II is for students enrolled in Math II, Math III, Pre-calculus or Calculus. These courses are taught concurrently with the regular math class, giving extra time and guidance for students to complete their math homework and for students to have a deeper understanding of their course work. Students enrolled in this course may not enroll in a study skills course. Students will have access to laptop computers. This course is recommended for students who need credit recovery and for those who wish to take courses not offered on campus. Students must be able to work independently and keep pace with selected course(s) timelines.

Prerequisites: None UC/CSU: No Target Grade Level: All

Media Center/Office Assistant

This course provides students an opportunity to assist in the school media center or school office. Responsibilities may include making copies, organizing materials, and running errands. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Grade Level Coordinator must give pre-approval.

Prerequisites: Grade Level Coordinator Signature UC/CSU: No Target Grade Level: 11, 12

Online Learning

This course provides an opportunity for students to complete courses online through BYU Blended courses or through Columbia College.

Prerequisites: None UC/CSU: No Target Grade Level: 11, 12

Robotics and Engineering Technology

This is a STEM class that applies science, technology, engineering and mathematics to the design and building of robots that perform tasks. Students will learn how to brainstorm design ideas, document their designs in an engineering notebook, and create 3D models with Solidworks software. They will learn how to fabricate robot assemblies in our prototype shop by using machine tools and a 3D printer. They will learn how to create programs in the RobotC programming language to control their robot's functions. Each design team will create a robot that competes in a performance task created every year by the First Robotics Challenge organization.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Speech, Debate and Court Law

In this class, students will engage in mock trials, debates and oral presentations. Key elements are learning about communication, argumentation, logical reasoning and understanding. Students will use various criminal and civil cases to study and engage in the roles of attorney, witness, judge and jury.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10,11,12

Study Skills

This course provides an opportunity for students to complete their homework in a study hall setting. Students will have access to the computer lab and library on occasion. This course is recommended for students who have extensive extra-curricular activities or other major time commitments. Students enrolled in this course are not allowed to enroll simultaneously in math support or teacher assistant, and must have at least 5 academic courses.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Teacher Assistant

This course provides students an opportunity to assist an on-campus teacher. Responsibilities may include making copies, grading papers, organizing materials, or assisting students in class. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Teachers must give pre-approval.

Prerequisites: Teacher Signature

UC/CSU: No

Target Grade Level: 11, 12

Theory of Sports and Fitness

This upper division class focuses primarily on the psychological and physiological aspects of health in a manner directly related to the athlete or person with an interest in fitness. Topics covered include nutrition, sports medicine, and leadership.

Prerequisites: None

UC/CSU: No

Target Grade Level: 11,12

Yearbook/Publications

This class is an elective course intended for 10th, 11th and 12th graders. The purpose of the class is to produce Summerville High School's yearbook. Students must attend events to gather information for stories, and may have to complete work outside of class to complete a deadline. They may be asked to attend school events to take pictures.

Prerequisites: Application, B in English UC/CSU: No

Target Grade Level: 10,11,12

D. Clubs and activities

Academic Decathlon ASB Leadership Bear Service Club CSF-CA Scholarship Fed. Drama ECO Club	Film Club Friday Night Live Jazz @ 8 / Vocal Music Mock Trial Robotics Ski Club	Sporting Club Student Council Thespian Society Club Walk The Talk World Club Yearbook
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E. Athletic programs

Boys Football Soccer Basketball Baseball Golf	Girls Volleyball Soccer Basketball Softball Golf	Co-Ed Cheerleading Cross Country Tennis Track & Field Wrestling
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ANNUAL ACHIEVEMENTS**ACADEMICS**

Category/Description	Past 3 years
Academic Decathlon	<ul style="list-style-type: none"> County Champions (14 years straight) Multiple students placing at State Competition
Robotics	<ul style="list-style-type: none"> Inspire award, Winning Alliance, and Think Award Regionals Finalist Alliance (2nd place alliance in Northern California) which qualified us for Super regionals At qualifiers Connect Award, Design Award, and Winning Alliance.
4 year college bound	<ul style="list-style-type: none"> Approx. 30% of our graduates go straight to a four year
2 year college bound	<ul style="list-style-type: none"> Approx 55% of our graduates go to a junior college or trade school
Mock Trial	<ul style="list-style-type: none"> Runner-Up Award for San Joaquin County, but 1st in Tuolumne County.

- Started in 2017

Occupational

Category/Description	2016-2017	2018-2019
TCOO Automotive	Third Colby Dibble	First Matt Hartwig
		Third Brennen Dibble
		Fourth Ben Larson
		Fifth Cianan Brennan
TCOO Computer Business Applications	First Garrett Rebello	
TCOO Entrepreneurship	First Ariella Gaughan, Jeremy Ortman	
	Second Macy Micantary, Emmanuel Loomis	
	Third Faythe Towell, Chase Ryan	
	Fourth Denzal Miller	
TCOO Law Enforcement	First Jack Bruce, Kyle McCarver	Third Julian Petty, Katherine Campbell
	Second Westley Gelhaus, Clayton Shields	Fourth Tyler Fulkerson
	Fourth Chris Olson	

TCOO Natural Resources	First Caitlyn Tucker, Atlanta Edwards	
	Third Tarren Hyde	
	Fourth Amelia Heather	
SkillsUSA Mig Welding	Second Colby Dibble	
	Third Dawson Robles	
SkillsUSA Shielded Metal Arc Welding	Sixth Chris St.John	
	Eighth Kody Sanders	

Leadership and Service

Category/Description	2016-2017	2017-2018
ASB	Outstanding Leadership Program	Outstanding Leadership Program
ASB		Outstanding Service Project

Future Farmers of America

Category/Description	Year 2016-2017	Year 2017-2018
Number of Students in Ag Classes	89	75
Number of Students Receiving 1st Year Degree(Greenhand)	30	25
Number of Students Receiving 2nd Year Degree (Chapter)	13	12
Number of Students Receiving 3rd Year Degree(State)	4	3
Number of Students Receiving 5th Year Degree (American)	0	1
Number of Students Attending Regional Leadership Conferences During School Year	20	18
Number of Students Attending State Leadership Conferences During School Year	14	12
Number of Students Attending National Leadership Conferences During School Year	0-off year, did not attend	8
Number of Students Completing a CTE, 4-Year Agriculture Program	5	10
Number of Students Participating in Speaking Contests After school	14	14

Performing Arts

Category/Description	
Choir	<ul style="list-style-type: none"> • Multiple awards at the group and individual level at the following events in the past several years <ul style="list-style-type: none"> - Folsom Jazz Festival - Santa Cruz Jazz Festival - A Capella Summit, Palace of Fine Arts - Oceanside Jazz Festival - Forum Music Festival - Reno Jazz Festival • Performs National Anthem at sporting events and community events • Performs for multiple community events (veteran, retirement homes, service clubs, holiday events, etc.)
Film	<ul style="list-style-type: none"> • Annual Film Festival presenting student films
Band	<ul style="list-style-type: none"> • Several individual students participating in Blue Devils program or Golden Empire • Participation in several local parades • County honor band participants • After school drumline club meets weekly and plays at events • Band performed live music during Addams Family play • 0 Period Zero Hibernation Jazz Band
Theater	<ul style="list-style-type: none"> • Three highly successful performances every year (Fall Musical, Spring Drama, Spring Musical for 7th/8th graders) • Roughly 1000 or more people in attendance the past several years for each of our musicals • School hosts Young Americans every 3 years

Sports

Category/Description	2016-2017	2017-2018
Cross Country- JV		1st Place CIF Sections (boys)
Cross Country- Varsity		3rd Place CIF Sections (girls)

Girls Varsity Soccer	Division IV Playoffs 2nd round	Co-league Champions Division IV Playoffs 2nd round
Girls Varsity Basketball	2nd Place Hilmar Tournament	2nd Place Hilmar Tournament
Track-JV Girls		MLL Champions
Volleyball	1st Round Division IV Playoffs	Orestimba Tourney Champions
Girls Varsity Golf	1st Round Division IV Playoffs	No Playoffs
Boys Varsity Basketball	Hilmar Tournament Champions	Hilmar Tournament Champions
Football		1st Round Division V Playoffs

G. Demographic Data

1. Socioeconomic status

Parent Education Level 17% Graduate Degree or higher 26% College Graduate 27% Some College 9% High School Graduate 2% Some College 9% Decline to answer	Free and Reduced Lunch Percentages Free - 28.9% Reduced - 4.8%	Predominate Primary Languages other than English None
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Student Enrollment 7th Grade - 9 students - 1.4% 8th Grade - 22 students - 3.5% 9th Grade - 160 students - 25.8% 10th Grade - 148 students - 23.8% 11th Grade - 150 students - 24.1% 12th Grade - 131 students - 21.1%	Student Gender 7th Grade - 5 Females/4 Males 8th Grade - 15 Females/7 Males 9th Grade - 80 Females/80 Males 10th Grade - 70 Females/78 Males 11th Grade - 83 Females/67 Males 12th Grade - 62 Females/69 Males Female - 50.8% Male - 49.1%	Student Ethnicity American Indian/Alaska Native - 6 males/10 females Asian - 4 males/3 females Native Hawaiian/Pacific Islander - 4 males/0 females African American - 4 male/2 female White - 212 male/226 female Hispanic/Latino - 35 male/44 female Two or more races - 5 males/4 females Unspecified - 4 males/5 females
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Title I	Special Needs/ Focused Programs Summerville High School uses Title I Funding to accomodate students with special needs in targeted programs such as English Language Arts Development and Math Support classes.
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Chapter III: Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Last Name	First Name	Department	Role
Dibble	Tom	Career Tech. Ed.	Chair
Castongia	Rachel	Science	Member
Day-Burciaga	Valerie	Parent	Member
Gordon	Van	Performing Arts	Member
Hightower	Michelle	Special Ed	Member
Kimball	Nick	Maintenance	Member
Olsen	Candace	Student	Member
Peterson	Amy	PE & Athletic Director	Administrative Member
Soto	Matt	CTE & Campus Supervisor	Member
Suggs	Lee	Social Studies	Member
Thomas	Jacob	Student	Member

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
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<p>The focus of the school, development of our mission, our site council and our vision are based on the LCAP goals. Every action, meeting, and all student, staff, and community interactions keeps the LCAP goals current and doable.</p>	LCAP
<p>Summerville Union High School District's vision of <i>Preparing students for college, career and life</i>, illustrates an ideal that prepares students with challenging and rigorous experiences so that they can become critical thinkers and problem solvers. This is done by 100% quality credentialed educators on our campus.</p>	District Vision
<p>Summerville Union High School District's mission of <i>Committed to excellence through innovative teaching and learning. Inspiring and empowering all students by providing the tools they need to be prepared for their future in and ever changing world</i> is carried out by providing a variety of classes including CTE, Arts, Athletics, ASB, and A-G required courses (including Advanced Placement).</p>	SHS Vision/ Mission/SLO
<p>Aside from regular teacher evaluations, administration does regular classrooms walkthroughs. This is done in all classrooms but especially in classroom where teachers need extra support. These walkthroughs are designed to give teachers support and feedback in order to encourage growth and quality teaching.</p>	Administrative Walkthroughs
<p>Staff Meetings are designed to bring teachers together and educate them on safety matters, test scores, school scheduling, at risk students, and student and staff recognitions.</p>	Staff Meetings
<p>Professional Learning Communities is a professional development committee formed within every educational department on campus to create a collaborative environment for teachers to discuss lesson plans, at risk students and what is working and not working in their specific subject/department.</p>	PLC Meetings
<p>Students are offered a variety of A-G courses throughout their 4 years of High School. Since we have an 8 period day, students have more opportunities to take A-G classes. Summerville High School offers 97 different courses and of these 97 courses, 54 of these courses meet the A-G requirements. 56% of our courses are in this category.</p>	A-G Requirements
<p>For the past four years, the science department has transitioned to aligning to the newly Adopted California NGSS science standards. The 2018 school year SHS aligned 3 new science classes to insure all standards. Currently, the graduation requirements for science is two years with the hope of adding a three year graduation requirement in the future. The new science classes at Summerville insure that students are learning and understanding all the new NGSS standards.</p>	NGSS Alignment
<p>A Course Syllabus is created by every teacher for every course in order to ensure that all students and parents are informed of course objectives, classroom rules, academic grading policies, and objectives for student success. Course Syllabi are required and the approval of all syllabi is done by the school principal on a yearly</p>	Course Syllabi

<p>basis.</p> <p>Summerville Union High School District has an active school site council that includes classified and certificated staff, administration, parents, students and community members. School statements and district LCAP are discussed in the meetings and approved, if appropriate, by the members.</p> <p>The school statements show a belief in all students being prepared for college, career, and life and is displayed by making CTE classes available to all students. Summerville offers CTE pathways in manufacturing, automotive, law enforcement, agriculture, and business and a course in fire science. All of these pathways and courses include hands-on learning. However, it would appear that the CTE offerings may be too limited to meet the needs of many of our students.</p> <p>Outstanding Senior Projects is a scholarship program that is a partnership between Summerville High School and small businesses in the Summerville community. This program has been designed to encourage students who complete a senior project to raise the bar of excellence in their senior project.</p> <p>Summerville High School adopted the Character Counts program which includes promoting good character through six pillars that include trustworthiness, respect, responsibility, fairness, caring and citizenship. Because of the constant reinforcement of this program, many of our students rise to a higher level of character and learn compassion and empathy to maintain not only at school, but also in their surrounding environment.</p>	<p>Site council</p> <p>CTE- Career Tech Program (CTEIG) Incentive Grant</p> <p>Outstanding Senior Projects</p> <p>Character Counts Awards</p>
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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<p><u>Summerville High Vision Statement:</u></p> <p>Preparing students for college, career, and life.</p> <p><u>Summerville High School and Connection Academy's Mission Statement:</u></p> <p>Committed to excellence through innovative teaching and learning. Inspiring and empowering all students by providing the tools they need to be prepared for their future in an ever-changing world</p> <p><u>We Believe...</u></p> <p>Every student can learn.</p> <p>In building a highly qualified and motivational staff with high expectations.</p> <p>It is our responsibility to provide every student with challenging and rigorous experiences so that they can become critical thinkers and problem solvers.</p> <p>In continually improving aspects of the organization.</p> <p>In sound financial planning to achieve district goals.</p> <p>In doing what is best for all students.</p> <p>In engaging in adapting to modern technology to prepare all students for their futures.</p> <p>That a clean, safe, healthy, and nurturing environment is essential for learning.</p> <p>All students should be engaged and academically challenged while accepting the responsibility for their learning.</p> <p>In co-curricular/extracurricular activities to enhance student development.</p> <p>Teamwork is vital for students, staff, and the school community in support of student learning.</p> <p><u>Understanding of Vision and Mission Statement</u></p> <p>The Vision and Mission Statements are posted in the classrooms. Teachers are encouraged to implement the school vision and mission statements in their classrooms by the school administration. Students are supported by community efforts such as the Summerville Foundation and the Booster Club. Students are encouraged to be a part of the school's vision and mission through programs such as Character Counts and the guidance of their Grade Level Coordinators.</p>	<p>SHS Web page</p> <p>Vision and Mission statements are posted in the classrooms</p> <p>PLC meetings minutes</p> <p>Character Counts recognition cards</p> <p>Course syllabi</p> <p>Student four year plan assignment in Keyboarding</p> <p>Student career assignment and interview preparation assignment in Keyboarding</p> <p>Life Skills assignments in Senior Seminar</p> <p>Records of GLC meetings with students and parents concerning class schedules, academic performance and behavior</p>
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Summerville Union High School takes great pride in it's tradition of excellence in our history. As part of this tradition of excellence it has become clear that it is important to ensure that the school community understands and commits to the school's vision, mission, schoolwide learner outcomes and the district LCAP.	Living out the SHS Vision and Mission
The School Site Council meets on a regular basis and has members from the whole school community including certificated employees, classified employees, parents, students, and community members. A large part of the meeting time is committed to reviewing school plans including the vision, mission, schoolwide learner outcomes, and the district LCAP.	School Site Council Minutes
School staff regularly meets and has opportunities to review the vision, mission, schoolwide learner outcomes, and LCAP. While these items have all been reviewed and discussed, we feel that they need to be reviewed more regularly and updated according to school community input.	Staff Meeting Agendas Staff involvement
The schoolwide learner outcomes have become outdated and need to be reviewed.	School-wide Learning Outcomes School Website

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The Summerville Union High School District has clear policies and procedures which includes an organizational chart that outlines the specific duties and roles of the governing board and district administration in their relationship to the school and staff.</p> <p>Board policy clearly outlines the duties of the superintendent and states his roles in relationship to the school and staff. The specific duties of District Office Personnel are clear and there is an open-door policy for all staff which allows for clear communication and focused support. District office personnel are supportive of school-wide initiatives and provide coherent, timely and focused support.</p> <p>However, even though these policies are clearly outlined, it is evident that the policies and procedures could use some additional work to ensure that they are clearly communicated to the school community.</p>	<p>Summerville Union High School - Organizational Chart 2018-2019</p> <p>Board Policy.</p> <p>Parent and Students Surveys and discussion with students show a significant number of people do not find policies and procedures to be clearly communicated.</p>

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>Online instruction is administered through BYU Online and APEX Learning programs. These online instruction programs are fairly new to our district. BYU was implemented in the 2016-2017 school year and APEX learning was implemented in the 2018-2019 school year.</p> <p>We are currently piloting programs and developing guidelines for online learning classes. These guidelines are a work in</p>	<p>BYU and APEX Programs</p> <p>Guidelines for Online Learning Class</p>

<p>progress and include how they will be used, graded, credit awarded, costs, and what courses they can be substituted for.</p> <p>We are currently utilizing the district policies for acceptable use policies, internet safety and updating technology. The district uses Internet filters as well as other measures to protect children from harmful online content. This process is applied to all district technology used by students to conform to CIPA policies.</p>	<p>District technology acceptable use policy</p> <p>District technology improvement policies</p> <p>District internet filtering</p>
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Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Summerville High School continues to encourage parent and community involvement. Parents are encouraged to attend any informational meetings for their students. There are several parent information nights throughout the year.	<p>School Site Council</p> <p>Boosters Club</p> <p>Sports Information Night</p> <p>SHS Foundation</p> <p>Ag. Boosters</p>
The school community and parents are informed as to how they can participate in the school's governance in the following ways: School information packet sent to each family before the start of each new school year, newsletters, and presentations at information nights.	<p>School information packet</p> <p>Newsletters</p> <p>Information night presentations</p>
The parents, community members, staff, and students participate in School Site Council. Each of these entities are provided with regular updates and information about school activities, student progress, and current programs.	<p>School Site Council</p>
Booster clubs are an integral part of parent involvement at SHS and has great parent membership. There are several parent and community sponsored booster organizations and program parent clubs.	<p>Athletic Boosters</p> <p>Agricultural Boosters</p> <p>SHS Foundation</p> <p>CAST (theater boosters)</p>
Opportunity for input for the development and refinement of LCAP goals is available. We feel that these opportunities are not well advertised. Summerville High School needs to create a regular LCAP meeting schedule so that the school	<p>LCAP Meetings</p>

<p>community can provide input and be continuously educated on current research and current progress concerning the LCAP.</p> <p>Parents have indicated that they have the opportunity to be involved in Summerville High School.</p>	<p>Parent Survey</p>
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>Summerville Union High School District follows all local, state, and federal requirements related to "Uniform Complaint Procedure."</p> <p>Staff complaints may be informally discussed with administration. However, if staff believes the complaint is in violation of contractual obligations, there is a formalized and written grievance procedure in place. This procedure is outlined in employee contracts.</p> <p>Summerville High School investigates any complaints alleging discrimination, harassment, intimidation or bullying in district programs and activities.</p>	<p>Employee Contracts</p> <p>District Board Policy</p>

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
SHS is reaching full-implementation of the Common Core standards.	District Implementation
Smarter Balanced Assessments are the primary method used to evaluate if students are gaining the skills mandated by the Common Core Curriculum. The District has implemented a number of changes to allow the Common Core Curriculum to be adopted by our staff. Two years ago, the school implemented a bell schedule with early releases twice a week to provide more preparation time. Unfortunately, regularly scheduled PLC and Staff meeting days have taken away from this time. While some time is needed so teachers are able to share best practices, review rubrics, create assessments, analyze data, and create lessons tied to the new Common Core standards, more time is needed to implement what is planned in PLC and staff meetings.	Smarter Balance Scores PLC Meeting notes Schedule change
In addition to continuing to provide more time for preparation during the school year, SHS also had three of its departments English, Math, and Science meet over the summer. During this time they began laying the framework for the Common Core curriculum by building lessons, creating assessments, and organizing common rubrics.	Framework, rubrics, and lessons produced by English, Math, and Science Departments during summer sessions
Many SHS staff members were also sent to the Common Core training provided by the Tuolumne County Office of Education. All teachers attended a Common Core training this past November hosted by TCOE. Further, in-service days were also devoted to helping our teaching staff transition into Common Core. The training is ongoing and the doors to professional development are open to all staff members interested in attending more CC-aligned trainings.	Tuolumne County Office of Education Support for Teachers in the County.

<p>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. Members of our staff attended a CC training in Southern California last year and presented the program and their findings to the entire SHS staff, who then decided to implement the program this past Fall.</p> <p>This year, our morning announcements, which are written by our students, reflect the importance of character. We have also created a Character Council, comprised of administrative and teaching staff members; "Character Counts Nomination Forms" were created to acknowledge when students are exemplifying strong character. The character strong program</p>	<p>Character Counts Cards and pictures of students recognized at Character Counts lunches</p> <p>ASB students are trained to encourage good character through the Character Strong Program.</p>
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p><u>Summerville High School 2017-18 Single Plan for Student Achievement states:</u></p> <p>PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE</p> <p>Goal: Students will graduate from Summerville High School adequately prepared for college, career, and skills necessary to function successfully in their futures.</p> <p>ISSUE STATEMENT: This vision statement was adopted by our staff four years ago, and continues to be an important guiding purpose of our district. While the percentage of graduates meeting college entrance requirements has increased steadily each year, to a total of over 50% in 2016, students, parents and staff have indicated a desire to have more focused career and college planning.</p> <p>GOAL OBJECTIVE: To develop a comprehensive program of assisting students with identifying their career goals, and the post-secondary training that is most appropriate to meet their career goals. As part of that, students will be informed of the steps to apply to colleges, universities or trade schools and</p>	<p>Tracking the percentage of students who meet A-G requirements</p> <p>Survey results of senior exit surveys Parent feedback on information on college and career planning</p> <p>Increase in the number of seniors reporting that they received adequate guidance on career and college planning</p>

attain financial support.	
GROUPS PARTICIPATING IN THIS GOAL: Students, parents, staff. Specifically, teachers of Keyboarding and Senior Seminar; GLC's.	

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The Dashboard five by five indicator for graduation shows that white students increased from the previous year to blue, “very high”, above 95% graduation rate. However, socioeconomically disadvantaged students fell into the yellow range, 85-90% graduation rate. A discrepancy exists between the white population and socioeconomically disadvantaged students in areas such as suspension, graduation rates, and can be assumed in other categories such as attendance, discipline, 504s, SSTs, and lower academic performance. Actions in this LCAP are meant to address these discrepancies through tutoring, support, SSTs, summer credit recovery, meetings with counselors, goal planning, CTE student engagement, support classes, teacher professional development, school crisis counseling, and improving campus climate.</p> <p>The LEA will increase or improve services for low-income students, English learners, and foster youth. A refined SST and RTI process is now in place. Administrators will continue to emphasize the effectiveness of early intervention and classroom strategies to support the most at risk students. Students failing in private without identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification, a predetermined plan, caring adults who will take action, contact with parents, pursuit of every struggling student, and following up as a matter of routine.</p>	<p>Improvement in Dashboard five by five indicators for socioeconomically disadvantaged students.</p> <p>Administrators will report on progress with at risk youths</p>

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and

resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Our school has email communication. Board agendas and minutes are emailed as well as monthly staff meeting agendas.	Record of emails
This is outlined in Board Policy, but this is not readily known.	Board Policies
Staff meetings are held in order to create time for the administration to communicate safety issues, student issues, scheduling situations as well as provide teacher accolades and accomplishments.	Staff Meetings
Principal and Superintendent revolving door policy has finally gained some trust. In previous years, it has been very difficult to voice a concern and know that there will be a discussion and a resolution not only between staff members, but between administration and staff as well. The open door policy and the trust between administration and teachers began to increase in the 2018-2019 school year. Before this, the trust was minimal between all employees...especially between staff and administration.	Revolving Door Policy; Trust in Administration
Staff still struggles with the chain of command for planning and communication. This causes differences between employees.	

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Employment Policies and Practices	District Policy Handbook
The school requirements for hiring are sent and maintained by the district to meet the needs of the students and requirements set by the state and federal regulations. All applicants are screened by the district office prior to being invited in for an interview. Upon interviewing, interviewers are given scoring rubrics for evaluating potential new hires during the interview process. The majority of interview panels consist of an administrator, a member of classified staff as well as one or more teachers. Teacher credentials are verified and transcripts are checked by the district and no teachers or administrators are hired unless they meet the minimum qualification for the considered position.	District Employee requirements/credentials
All credentialed teachers at SHS are highly qualified and have completed all California requirements according to California Commission on Teacher Credentialing. All teachers in the Summervilles District are teaching in their authorized area.	Qualification of Staff
The faculty handbook is approved each year by the Summerville Union High School Board and given to the staff on a yearly basis. The faculty handbook is designed to guide staff on policies, procedures, responsibilities and staff rights as an employee.	Faculty Handbook
Summerville holds monthly staff meetings during the early release hour in order to inform staff about current issues and discuss current district procedures.	Staff Meetings
Each department has prepared a vibrant powerpoint	Showcase Board Presentations

<p>presentation to showcase their subject and give the board a chance to see the amazing things going on in the classroom. This also shows the compliance based on state requirements.</p> <p>Professional Learning Committee's have been established for 4 years in response to our past WASC report. This allows for time to focus on department collaboration and helps maximize staff expertise.</p> <p>In any given school year, all teachers have the opportunity to attend professional development trainings out of district. Administration has requirements for some trainings, but there are also optional trainings available for personal teacher growth.</p> <p>New teachers participate in BTSA. This program provides a partnership between experienced staff members and new staff members to provide an introduction to the school culture and community. We currently have two BTSA mentors</p> <p>All staff completes online sexual harassment, hazardous materials, and child abuse reporting training. Every two years all staff must complete first aid and CPR.</p> <p>Out of 54 teachers, Summerville High School has 11 teachers that possess a Master's Degree. There are also several teachers that possess an Administrative Credential, The amount of highly educated and quality teachers is significant.</p> <p>Many teachers also take advantage of continuing education units offered each summer. Summerville teachers are given \$146 dollars extra per unit. Administration encourages teachers to further their educations.</p>	<p>PLC Meetings</p> <p>Staff Development Opportunities.</p> <p>BTSA</p> <p>Online Safety Training</p> <p>Teachers with Masters/Administration Credentials</p> <p>Continuing Education Units</p>
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>All employees have a district email and are required to check their account every school day. This is so that employees can receive proper notification on district and school items as well as so employees respond to staff and parents in a timely manner.</p> <p>Staff is provided with an agenda for every meeting in order to maintain clear goals and organization for the districts focus.</p> <p>All teachers are formally evaluated every two years in order to ensure teacher accountability according to district policy. The teacher evaluation form should be included in the teacher handbook so that teachers have access to this form for guidance.</p> <p>A district safety newsletter is distributed monthly so that safety compliances are maintained and current. A detailed school safety plan is presented to the teachers at the beginning of every year and a packet with directions and procedures concerning every emergency is given to all teachers. Teachers have been highly prepared in this area.</p> <p>Faculty handbook is emailed to all staff members. Safety practices and procedures are communicated to staff. Home and hospital procedures have not been communicated clearly to students and staff.</p> <p>The Course Handbook was designed to illustrate graduation requirement courses and layout college entrance requirements. The handbook has a four year plan for college as well as a worksheet to keep students on track for graduation. A complete description of all courses offered as well as the units associated with each course is also laid out in the handbook.</p> <p>The Coaches Handbook has been designed to implement school policy and procedures according to school athletics. Summerville maintains the idea of the student/athlete. The student comes first and athletics comes second. The coaches handbook makes sure that all coaches maintain integrity and an education-based coaching philosophy.</p> <p>The Student/Parent Handbook was designed in order to inform students and their parents about policies and procedures concerning items like; attendance, athletics, school schedule,</p>	<p>District Email communications.</p> <p>Meeting Agendas</p> <p>Observations/Evaluations</p> <p>Safety Plans/Updates</p> <p>Faculty Handbook</p> <p>Course Handbook</p> <p>Coaches Handbook</p> <p>Student/Parent Handbook</p>

<p>safety, support programs, etc.</p> <p>The School Calendar is a resource produced every year for teachers and families to have an easy access to school events, schedules, rules, and timelines.</p> <p>Staff training has full attendance because of teacher required in-service days.</p>	<p>School Calendar</p> <p>School Website</p> <p>Training Attendance</p>
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Professional development conferences and trainings outside of the school are supported by the school. On campus professional development is not always adequate for all personnel.</p> <p>The district website is currently updated, but is not a representation of our students. It is extremely organized and information is easily accessible, yet the pictures are generic and in need of personalization.</p> <p>Currently, there are no required district-wide common benchmark assessments for departments to adequately assess students acquired knowledge for application of skills. The English department does some common assessments, however common district department assessments is a area of growth needed.</p> <p>Summerville has participated in the Columbia College Early College Program for a number of years. Currently, there are over 30 students taking 1 or more online classes at the high school or on the Columbia college campus. Classes are utilized for credit recovery, high school elective credit and college credit.</p>	<p>Cross Curricular Training on 21st Century Teaching</p> <p>District Website</p> <p>Common/Benchmark Assessments</p> <p>Early College Program</p>

A4.3. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>Summerville needs continuous technology training based on the programs we adopt. Currently we have APEX Learning, BYU online courses for credit recovery and also enrichment elective units to count towards graduation. The training for these programs are specific to Alternative Education (Outlying Schools, Independent Study and Adult Education).</p> <p>In 2011, SHS adopted Ipads for a select group (Staff, Special Education, AP students and Seniors). Integration of Ipads for every staff member and student was implemented in 2014. Staff members have done various trainings on necessary programs, such as many Google programs. This is not ongoing. The amount of funding needed to maintain Ipad use, every year, is \$100,000. Now that we have had the Ipads in place for the last five years, it may be a good time to reevaluate to see if the Ipads are an effective use of Summerville funds.</p> <p>In previous years, technology training was a priority and went along with getting new ipads. This year, our focus has been on teacher reminders and review of professional expectations.</p>	<p>Technology Training (APEX and BYU)</p> <p>School Ipads</p> <p>Staff Meetings</p>

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>PLC's were designed to bring each department together and collaborate on improvement and accountability. PLCs meet to determine what each course in each subject area covers (to prevent repetition of material and to make sure all skills are taught to students and all material in every subject area is covered). PLCs also create plans to be sure students are prepared for the Smarter Balance testing. PLC's are effective in some departments and not in others. It is unclear where the PLC information shared with administration goes as staff does not receive feedback on departmental information shared.</p> <p>Evaluations are done every year for a probationary teacher and first year of permanent status, then every two years following. This has not been consistent over the years.</p> <p>A digital copy of the employee handbook is emailed to every staff member at the beginning of each year. The handbook</p>	<p>PLC feedback forms</p> <p>Teacher Evaluations</p> <p>Employee Handbook</p>

needs to be updated to reflect teacher evaluation procedures as these are currently not available to teachers. Teachers should be aware of when they will be evaluated and what they will be evaluated on. It would be helpful if sample forms were available for reference.	Goal Setting Meetings
New teachers are required to complete a BTSA program. SUHS tries to match on campus mentor teachers if available.	BTSA/Mentor
We are compliant with the state's Smarter Balance testing program. Students are tested every year in April. Students are prepared for the testing in their English and Math classes.	CAASPP

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
In the 2018-2019 school year, we offered 2 periods of online classes so students would have the opportunity to take courses for credit-recovery and or high school elective graduation credits. This program needs to be assessed as far as the effectiveness of the classes offered for students. More communication and support should be given to teachers that are teaching these new courses so they can be maximized. There was no teacher training for this new program.	District Approved BYU Credit Recovery/ Online Elective Credit Course Offerings
APEX Learning is the online program offered for students at the Necessary Small Schools for credit-recovery and other online classes. Students in the Independent Study Program are also using APEX for their classes. Teacher trainings were offered at the beginning of the school year.	APEX Courses offered at Necessary Small Schools
The technology committee meets monthly to determine what is needed in the area. The committee spearheaded the purchase of the one to one Ipad program and has provided oversight to help establish procedures and guidelines.	District Technology Committee

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
SUHS offers tutoring 4 days a week after school for all students. This program is utilized every day by students.	Tutoring Services
All students are seen by their GLC once or twice per year and can also request to speak with their GLC. The GLC's go over class offerings and help the students to navigate college and career options and requirements.	GLC Student Service Hours
The school site council meets and identifies areas of concern. All textbooks and program guides are viewed and approved by the site council. Site council also approves funding for programs such as yearbook (cameras for taking pictures for examples) or Robotics (computer programs to create movement in student assembled robots). Site council also looks at Bear Grant applications (Bear Grants are funded and provided by a local non-profit that raises money for Summerville High School programs) to be sure they are not for items covered by other funding sources. Site council includes teachers, administrators, parents, community members, and students. The Council acts as a way for many different stakeholders to offer opinions and insights on how to best allocate limited funds in ways that will most benefit the students of Summerville High.	School Site Council
The school currently offers 2 online classes for students to take credit recovery classes or elective credit classes. The district allocates \$30.00 per student for this program.	BYU Online Learning
The district allocates funds for a part-time crisis counselor. This position has increased in the number of hours since the last WASC review. Unfortunately, this counselor can only	Crisis Counselor

<p>service a small portion of our student population as the viewpoints of this counselor are different from the majority of the school population.</p> <p>Previously, LCAP Stakeholder meetings were held in a very small setting with a biased group of individuals. With the new administration, LCAP meetings will be held in 3-4 separate meetings for students, staff and parents.</p> <p>Career Technical Education programs receive funding from the LCAP and grants. The allocations through the LCAP are determined by the administrators of the LCAP. Grants that go to an individual program are administered and expended by those individual programs. Grants that are allocated to all CTE programs are allocated based on collaboration with all the CTE teachers.</p> <p>Majority of classes offered on campus are meeting A-G requirements, however this creates a problem as some classes are not meeting the needs of our lower level students and is creating an achievement gap.</p>	<p>LCAP Stakeholder Meetings</p> <p>CTE Programs</p> <p>A-G Requirements</p>
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Summerville has a designated clerk responsible for overseeing an annual budget. Accounts are maintained and budget balances are reviewed throughout the year. Budget updates are provided to school administration and all budget allocations are verified to assure that spending is appropriate and allocations are available.	School financial documents ASB accounts
All allocations are budgeted and aligned to the LCAP goals.	LCAP
Accounts are audited by an independent team once a year.	Audit reports

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning*

environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
<p>School facilities are regularly monitored and repaired when necessary by our maintenance department. Representatives from maintenance, insurance, and fire agencies regularly conduct on-site evaluations to determine safety, functional, and maintenance needs.</p> <p>Custodial staff maintains a clean and safe environment for students.</p> <p>Bond funding has allowed us to upgrade facilities during recent years.</p> <p>Summerville High School has two maintenance workers, a daytime custodian, and three night custodians with plans to hire more custodial help. The custodian is available throughout the day to respond to immediate needs.</p> <p>Summerville High School has one campus supervisor who provides oversight of the facilities during school hours. We have a security camera system to help in monitoring the school, however, the system is greatly in need of upgrading and expanding.</p> <p>SHS has a resource officer, who is a deputy with the Tuolumne County Sheriff's office, on campus two to three days per week.</p>	<p>Maintenance Schedules and Records Facility Evaluations</p> <p>Custodial Assignments</p> <p>Bond Projects</p> <p>Custodial/Maintenance Schedules</p> <p>Campus Supervisor Schedule and Assignments Security Cameras</p> <p>School Resource Officer Schedule</p>

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Each curricular department is given a specific budgeted amount for the school year. The departments allocate funds to specific programs based on the needs of the instruction and students. Departments with needs above their department allocations can present their needs to the School Site Council to attempt to acquire more district money, or they can write grants and request donations from private sources. We have a local organization, the Summerville High School Foundation,</p>	<p>District Financial Documents Department Budgets</p>

<p>that provides grant opportunities for programs on a regular basis.</p> <p>Summerville has a purchasing procedure that is well organized and involves going through administrative leadership to ensure practicality of the purchase. From here the PO goes through the financial clerk to ensure funds are available.</p> <p>District technology/instructional materials is overseen by the technology coordinator and the library/media technician. They have a process and a budget to replace outdated or damaged materials/equipment or purchase new materials/equipment as needed.</p>	<p>Purchase Order Request Forms</p> <p>Library/Media Technician</p>
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Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
New teachers are included in a New Teacher Orientation before the start of the school year. This helps in acclimating new teachers to our school.	New Teacher Orientation
New teachers are paired with seasoned teachers through the BTSA program.	BTSA Program
Staff development days are provided and Summerville strives to be sure those days support teachers with the school's vision, mission, schoolwide learner outcomes and identified student learning needs.	Staff Development Agendas
Administration evaluates teachers on a biannual basis and uses these evaluations to provide assistance with today's educational challenges.	Staff Evaluations

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The school website should be an informational warehouse that educates stakeholders on everything “Summerville” . The current website does include things like introductions to the School Board and Superintendent, Local Accountability, SARC, Staff Members, College Information and Athletics. Yet, being that the website has recently been updated, it could highlight our CTE education options, our school music programs, graduation requirements and other educational tracks. All course descriptions as well as many other important pictures and details of Summerville High School would be nice to see.</p>	SHS Website
<p>SHS budget is readily available through the county website as well as the SHS website. At this time budget resources are allocated according to the past superintendent as well as the boards vision. Currently Ipad monies as well as CTE pathway priorities need to be revisited. The administration prioritizes and supports classes, not programs.</p>	Summerville High School Budget
<p>Each year, the superintendent meets multiple times with the head of maintenance to discuss improvement of facilities and also to carry out bond commitments.</p>	Building work orders

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
Connections Visual and Performing Arts Academy (CVPAA) conducts monthly advisory board meetings that include parents, enrolled community members, and school staff. As the majority this oversight committee is dual engagement. CVPAA has a Local Control Accountability Plan. The plan is approved by the School Site Council. It is unclear how the LCAP was reviewed previously, but plans are to be sure that all stakeholders participate in the decision making for the LCAP.	Meeting Minutes/Agendas LCAP

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
There are strong accounting procedures and review processes in place to ensure proper use of funds. There are internal audit procedures through our bookkeeper and our Chief Business Official to ensure the effectiveness of the accounting procedures and the the review process. We also have a outside organization that completes an external audit of our accounting procedures and review processes.	District accounting procedures. Audit reports.

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
The accountability measures in place for CVPAA are reported and aligned with Summerville Union High School. Current policies are reviewed monthly at regular board meetings.	Board Minutes
Smarter Balance Tests reflect that CVPAA are being well prepared academically.	Smarter Balance Tests
Standards for Connections Academy's performance and goals are clearly stated in the LCAP.	Local Control Accountability Plan
Student goals for Connections Academy are clearly stated in the Single Student Plan.	Single Student Plan

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
Evaluations of current budgetary expenditures are reviewed during board meetings through compliance alignment with the Chief Financial Officer.	Board minutes (1st interim, 2nd interim and budget adoption, LCAP)

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Presently the governing body and faculty disagree with the adequacy of the compensation rates available to support all students. This is difficult to assess without bias as current instructional settings vary from teacher to teacher ranging from under ten students to upwards of 60 students in a class period. Instructors teaching a mandatory seven period schedule indicate interest in maintaining subject matter instruction but believe staff are overextended in order to successfully support students' various range of abilities. While credentialed staff numbers have increased, course selection availability has decreased forcing in seat numbers for core subject matter to elevate.	Board Minutes
	Student Enrollment
	Staff survey
	Salary Schedule
Charter schools can hire professionally proficient non credentialed teachers who can only teach students who are enrolled in the Charter school. This instructional staff offer non integrated courses for students in the CVPAA program	Staffing Credentialing

while utilizing facilities typically available to district students. While these courses are assets to seat absorption, we are unsure how funding reserve is affected by this. Administration staffing fully support charter student.

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
Connections Academy programs are advertised through the local newspaper, Facebook and through the local county website. This creates an expectation of what students can expect to achieve as a Connections student. Connections Academy productions are also covered by the Union Democrat Newspaper and the mymotherlode.com website. This allows the community to attend these events creating an expectation of excellence in the production of musicals, plays, and concerts.	Union Democrat https://www.facebook.com/connectionsypaa/ Summerville High Yearbook mymotherlode.com

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
CVPA has its own monthly board meeting (the school shares the Summerville High School School Board). Board meetings are public and meeting notices are posted outside the school office. Board meetings are also attended by reporters from the Union Democrat (the local paper). These reporters publish print and online articles about the meetings. There is also a parent group called C.A.S.T. (Creative Arts Support Team) that meets monthly following the Connections Advisory Board meeting. They fundraise for Connections Academy activities (concerts, theatre productions, and other performances). They also advertise plays by making sure the Union Democrat takes pictures of the cast and puts these pictures in the free "Weekender" supplement to the daily paper. Parents also create posters to advertise the plays in the community. Finally, other parents create signs that are placed at the exits of the busiest shopping centers in the county to advertise the dates and times plays and musicals are performed.	Union Democrat Newspaper Weekender Supplement to Union Democrat Newspaper Board meeting minutes

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership,
Staff, and Resources:
Summary, Strengths, and Growth Needs**

Vision and Purpose Summary:

The Summerville Union High School District continues to be a strong organization with a commitment to the vision statement of preparing students for college, career and life. The school is governed by a board of education who hires a superintendent to carry out state and board governing policies. The superintendent is then involved in hiring a leadership team consisting of a Summerville High and Connections Academy School Principal, a Deputy Principal, and two Grade Level Coordinators. This leadership team meets consistently throughout the school year to carry out all administrative duties. SUHS has a fully functioning school site council comprised of the principal, certificated teachers, classified staff, community members, parents and a student member. The administrative team determines and brings forth leadership goals. The school site council ensures that we have active participation and representation for school improvement. Summerville High School has a vision, supported by administration and board of education that sets high expectation for all students. Our staff is comprised of highly qualified veterans teachers, mid-career teachers and new teachers who bring fresh energy and ideas. SUHS is unique in that it encompasses the Connections, Visual and Performing Arts charter school within the school. This brings a set of challenges and opportunities to all stakeholders. Overall, Summerville High School is an amazing place to be.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and
Resources: Areas of Strength**

- 100% of full time teachers are highly qualified and have a teaching credential.
- All teachers in the Summerville High School District are teaching in their authorized area.
- Governing policies are reviewed and updated in a timely manner.
- Department staff is given time to collaborate through Professional Learning Communities.
- Teachers have the opportunity to attend professional development trainings.
- Students take 8 periods giving them an opportunity to take a variety of classes each year.
- Science teachers have embraced and transitioned to the newly adopted California NGSS science standards and aligned all science classes to A-G.
- Summerville Union High School District has an active school site council that includes classified and certificated staff, administration, parents, students and community members.
- Summerville High School adopted and runs a quality Character Counts program.
- SHS provides email communication to all staff regarding board meetings and meeting agendas.
- Tutoring is offered 4 days a week after school for all students.
- Custodial staff maintains a clean and safe environment for all students.
- The Campus Supervisor and Resource Officer help maintain a safe campus and support staff.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Governing Policies are not communicated well to stakeholders and lack stakeholder input.
- For the past six years, since the last WASC review, SHS has maintained a focus on “rigorous academic” achievement. This has caused some of our lower level students to fall behind and has created a bigger achievement gap on the Summerville campus.
- More research is needed to determine whether the eight period schedule is the most effective for student learning.
- Teaching 7 out of the 8 periods overloads teachers as they meet the needs of students in those 7 classes.
- Not all students are career ready due to the low number of career tech education programs available on campus. The recommendation is to look at expanding and or adding valuable career tech education classes and programs geared towards workforce skills right out of high school.
- There are no required district-wide common benchmark assessments for departments to adequately assess students acquired knowledge for application of skills and standards.
- Communication about LCAP and areas of needed school improvement should be communicated more effectively and shared ideas by all stakeholders on a yearly basis.
- PLC time could be better utilized as they have become ineffective for some departments.
- Students from lower socioeconomic groups and other special populations do not graduate from high school at the same rate as their peers. We need to evaluate how to help these students to be successful academically and to not just graduate but to graduate with skills that will allow them to have success in life.
- Our current website needs to more accurately depict our current school programs and offerings.

Category B: Standards-based Student Learning: Curriculum

Last Name	First Name	Department	Role
Wessel	Karen	Science	Chair
Atkins	Dan	Grade Level Admin.	Administrative Member
Battle	Julie	English	Member
Castle	Sarah	Visual Arts	Member
Dieste	Amy	Language	Member
Horak	Kathy	CTE	Member
Wells	Jim	Performing Arts, Choir	Member
Craddock	Fatima	Parent/Classified	Member
Oellrich	Virginia	Student	Member

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
At Summerville Union High School District core curriculum is designed around the Common Core Standards. Our district has used several methods to help teachers align curriculum to state standards. Our English, Math and Science departments have used collaborative departmental work days to meet and align their curriculum to current standards. Our science department is transitioning to Next Generation Science Standards which will give students the basic science education and skills needed to not only make the transition to higher education, but also be scientifically informed citizens of a community.	Board Meeting minutes approving supplemental material purchases. Curriculum adoption in Math and ELA. Science Teachers have had numerous trainings for NGSS. Professional Development opportunities constantly provided individually and departmentally Lesson objectives for core classes are aligned with Common Core Standards

<p>We also brought in Julie Adams, an educational consultant, to do multi-day professional development on research based teaching methods during 2016-17. Teachers were given various research based instructional strategies to use in their classrooms that were designed to increase cognitive capacity in students to help them succeed both inside and outside the classroom.</p> <p>This is the second year that the “Get Focused. Stay Focused” curriculum is being implemented. The research based curriculum is designed to help students stay on track to graduate and succeed far beyond graduation by creating a 10-year career/education and action plan.</p>	<p>Training by Julie Adams Admin sees evidence of “Brain Breaks” in the classroom Staff development sign in sheets</p> <p>Get Focused. Stay Focused Curriculum adopted to be used in 9th grade.</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>At Summerville High School our Math and English SAT scores meet or exceed the state average.</p> <p>All core subjects are aligned to common core standards for the subject area.</p> <p>CTE and visual and performing arts courses are aligned to the California State content standards.</p> <p>ELA and Math teachers have used collaborative work days to align curriculum to state common core standards. The ELA department has implemented Studysync. Studysync curriculum is standards based and aligned to Common Core. All ELA teachers have been trained to effectively use studysync.</p>	<p>SAT Score Data</p> <p>Release days for English department.</p> <p>Common Core State Standard Guide</p> <p>Adoption of Studysync curriculum. Studysync trainings.</p>

<p>In transitioning to NGSS, the science department has put in place three new UC A-G approved courses. With these courses in place, students will meet their graduation and UC lab science requirement during their first 2 years in high school. This allows them to exceed expectations and complete higher level courses during their high school career, preparing them for higher education or career opportunities.</p> <p>ASB is also a UC-G elective.</p> <p>CTE courses prepare students to transition from high school into a technical career by issuing certificates of completion in five pathways (auto tech, manufacturing applications, business applications, law enforcement, agro-science and animal science).</p> <p>Early College gives students the opportunity to explore courses that are not offered on the high school campus. It also gives them an opportunity to get a head start on their college career by allowing them to complete college credits while still in high school. We also offer EMS Fire and Forestry class on our campus.</p>	<p><u>See UC a-g approved courses</u></p> <p>Course registration guide.</p> <p>Course registration guide.</p> <p>Students enrolled in Early College.</p>
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
Online courses, through BYU, have been offered during the summer for credit recovery. This year independent study is utilizing Apex. Also, Online Learning is offered as a course during the school year for students to recover credits or take enrichment courses that are not offered on campus.	<p>Summer School enrollments.</p> <p>Online learning enrollments.</p> <p>Independent study enrollment.</p>

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Our SAT scores show that our school meets or exceeds state average.	SAT Data
66% of students feel their classes prepare them for future goals.	Student survey

<p>Our students compete in the Calaveras/Tuolumne County Occupational Olympics at Columbia College each year. This allows students to develop the abilities to think critically, communicate clearly, and perform effectively through CTE competitions. In previous years our students have taken top honors.</p> <p>Students receive a class syllabus from teachers.</p> <p>Math, Science and ELA teachers make use of release days to ensure that students receive common experiences. According to CSU data, 83% of CSU bound Summerville High students were college-ready at admission in English and Math.</p>	<p>Occupational Olympics data</p> <p>CSU Data Cal State data</p> <p>https://csudata.calstate.edu/highschool/details?id=553675&pagestyle=hs</p>
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>There is integration throughout the core disciplines. Across the disciplines students are learning skills such as defining problems, asking questions, engaging in argument from evidence, and obtaining, evaluating and communicating information.</p> <p>For example, science and English both use CER (claim, evidence, reasoning) in their classes. MLA format is used throughout campus.</p> <p>SHS has implemented Early College which allows students to take part of the high school day to complete college courses. Columbia College also offers and teaches an EMT Fire Science course on our campus.</p> <p>Students are also employed on campus in positions such as food service.</p> <p>Other students are also working within a community classroom environment. These students aid elementary school teachers in the classroom.</p>	<p>Claim Evidence Reasoning writing prompts</p> <p>Early college enrollment</p> <p>Employment verification</p> <p>Time cards for Elementary Teachers Assistant</p>

Students may enroll in a work experience course that allows them to earn elective credit, while earning money outside of school. The work experience teacher meets with employers to verify employment, and monitors students' performance. Students meet once per week with teacher and complete assignments.	Employer evaluations, training agreements, parental authorization, work permits, pay stubs
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>The majority of SHS students come from Summerville Elementary (K-8th) and Twain Harte Elementary (K-8th). SHS Grade Level Coordinators visit feeder schools to inform families about course selections and programs. They also administer placement tests to ensure proper placement in core academic courses.</p> <p>Additional efforts are made to promote a cohesive transition for incoming students. For example, the SHS English department coordinates with the 8th grade ELA teachers in nearby feeder schools to clarify curricular expectations (such as MLA formatting and common academic language) for incoming freshmen.</p> <p>Our Special education department has transitional meetings to ensure a smooth transition for students with special needs.</p> <p>Completion of the ERWC 12th grade course with a C- or better allows incoming freshman, to a CSU, to enroll in General Ed. English.</p> <p>Representatives from Columbia College and CSU Stanislaus visit SHS to assist seniors with registration and enrollment.</p> <p>Outgoing seniors complete an exit survey which allows us to collect information about postsecondary plans.</p>	<p>Freshman enrollment numbers Placement tests prompts and questions</p> <p>Teacher interview Collaborative e-mails</p> <p>Student IEP</p> <p>ERWC grade</p> <p>College night attendance</p> <p>Exit Survey</p>

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Students at Summerville High School are informed and advised about their educational options in several different ways. To reach students before they enroll, SHS grade level coordinators meet with incoming freshman at the feeder schools where they review course selections, A-G requirements, high school graduation requirements.</p> <p>In the spring, prior to enrollment, SHS holds Freshman Orientation Night. This is an opportunity for all incoming students and their parents to meet teachers and receive course information, opportunities for clubs and athletics. Grade Level Coordinators (GLC's) are present to answer questions and provide guidance.</p> <p>SHS course catalog is provided to all incoming students, and is also available on the school website for any stakeholder to access.</p> <p>Each year the master schedule is created based on student requests to ensure that students have access to the courses that they're interested in and help them prepare for future goals.</p> <p>GLCs meet with all students (9-12) to review course selections and A-G requirements each year and confirm if they are on track to graduate.</p> <p>Online learning allows students to recover credits towards graduation requirements, pursue enrichment courses in various areas of study. Students can also gain college course credit through Columbia College Early College Program.</p> <p>Every student creates a 10-year education and action plan as a freshman through the program called Get Focused, Stay Focused. Students and parents are informed at the beginning of the semester through a letter and back to school night. Their plan is reassessed every year while in high school.</p>	<p>Student Survey - 66% feels their classes prepare for future goals</p> <p>GLC advising notes and 4-year plans, as well as log entries on PowerSchool</p> <p>SHS uses the company Lifetrack services to track graduates' post secondary plans.</p> <p>SHS Course Catalog Student Handbook/Calendar</p> <p>Master Calendar Master Schedule</p> <p>10 year plans from 2017/2018 school year.(Get Focused Stay Focused). Educational plan</p> <p>Course registration planning sheet</p>

<p>CTE Pathways expose students to, and prepare them for careers in a wide variety of fields.</p> <ul style="list-style-type: none"> - Automotive Technology Pathway (Mechanics, General Auto, Advanced Auto Tech) - Manufacturing Applications Pathway (Mechanics, Manufacturing, Advanced Manufacturing) - Agri-Science Pathway (Intro to Agriculture, Ag Biology, Advanced Animal and Plant Science, Vet Science, Ag Leadership) - Business Applications Pathway (Keyboarding, Advanced Keyboarding, General Business, Accounting) - Law Enforcement Pathway (Speech, Debate, and Court Law, Law Enforcement/Debate, Advanced Law Enforcement) <p>SHS offers ASVAB and PSAT on campus, and provide information on locations and dates of SAT.</p> <p>SHS offers free workshops for the SAT.</p> <p>GLC's help students find funding for college through local and county scholarships.</p>	<p>College preparation link on school website</p> <p>Create student profiles and access to The College Board website</p> <p>Course Syllabi</p> <p>Pathway pamphlets</p>
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>At SHS students, in conjunction with their GLC, design their four year plan to include courses and programs that allow students to gain real world experience. For example, within the Association Student Body (ASB) students learn leadership skills through standards based curriculum. They apply their learning through hands-on real worlds applications via service projects, and experiences helping in our community.</p> <p>All courses on campus have real world applications as part of their curriculum. In the science department they are engineering solutions to real world problems such as, the effects of climate change and also human impacts on the world such as oil spills. All core classes strive to implement</p>	<p>All core curriculum meets a-g requirements</p> <p>ASB syllabus and community service log sheet</p> <p>Science department website</p>

<p>curriculum that is relevant to current events.</p> <p>In Government class, students build upon ideas learned such as understanding the responsibilities of being a juror, voting rights and obligations, citizenship and it's rights and responsibilities. Students are expected to do more than just memorize facts and complete assignments, but to apply their learning and implement it beyond the classroom.</p> <p>To guarantee success for struggling students, SHS offers support classes in both math and English, as well as, credit recovery opportunities, and after school tutoring four days a week. As well, SHS has three small necessary schools where the setting allows for more small group instruction and attention to their needs. Teachers have flexible "office hours" to give additional help/instruction as needed.</p> <p>Students can enroll in A-G courses, including 8 AP options. The courses are challenging and prepare students for college and beyond.</p>	<p>https://sites.google.com/summbears.net/science/home</p> <p>Gov't/Econ syllabus</p> <p>Credit recovery offered during summer and online learning.</p> <p>Tutoring sign in sheet</p> <p>Teacher "office hours" set by individual teachers</p> <p>Graduation requirements are closely aligned to A-G requirements.</p> <p>Our AP #'s have almost doubled since 2014</p> <p>% of AP students with a passing score of 3 or higher has remained steady since 2014.</p>
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
Online instruction offered by SHS is through APEX, BYU, and Columbia College. Online instruction is offered to all students including the alternative education programs. Students needing credit recovery courses may choose to take A-G courses.	<p>APEX course catalog</p> <p>BYU approved enrichment and credit recovery courses</p> <p>Columbia College online course selection</p>

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal

learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>At Summerville High school each student is assigned a grade level coordinator (GLC) that help students plan and monitor progress throughout their high school career. Students meet with their GLC several times a year to monitor and assess students' progress and goals. GLCs review course selections with students each spring. Parents view and approve student selections.</p> <p>There are several ways SHS keeps parents informed about their students personal learning plan. The course selection form is sent home for parent approval before students are scheduled into classes. During the school year parents have access to students grades through Powerschool and access to curriculum through Google Classroom. A parent handbook and calendar are published with important graduation requirements.</p> <p>Students with learning disabilities are supported through the use of IEP and 504 plans. Annually student goals and needs are evaluated by students, staff, and parents in IEP and 504 meetings. Student Study Teams support at risk students to ensure that parents, teachers, students and administration have ongoing communication to support the student. SST meetings are held at the request of parents, teachers, or administrators.</p> <p>Every student creates a 10-year education and action plan as a freshman. The Program is called, Get Focused, Stay Focused. Students and parents are informed at the beginning of the semester through a letter and back to school night. The Program includes assessments to determine "Who am I?", research to find out "What do I want?" (which also includes costs of living), and more research to figure out "How do I get there". The students produce a 10-year educational and action plan at the end of the semester their freshman year. However, this career plan is revisited by other teachers every year while they are in high school to review, evaluate and revise (if needed). The students have a computer application they can access for 10 years to add to or revise their lifetime goals.</p>	<p>Parent Survey- 79% believe there is sufficient collaboration between parents, teachers, and staff Student Survey - 66% believe there is sufficient collaboration between parents, teachers, and staff</p> <p>Parent handbook Course selection forms</p> <p>SST forms 504 plan/IEP plans</p> <p>10 year plans from 2017/2018 school year.(Get Focused Stay Focused). Educational plan</p>

<p>Freshman students also create a current resume, cover letter, job application and then participate in a one-on-one mock job interview with a local professional community interviewer.</p> <p>Senior Seminar is a course that helps students prepare for college and career. Students not only prepare a personal profile for college but also engage in budgeting and life skills exercises.</p>	<p>Students read “What Color is My Parachute?”</p> <p>Student Profile</p> <p>Senior project/ Research paper</p> <p>Guests from community in local businesses</p>
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>SHS has numerous programs in place to facilitate successful transition to college career and postsecondary options.</p> <p>Get Focused Stay Focused is a 10 year web based program that is new to our campus. However, it will provide us data on postsecondary transitions of our students in years to come.</p> <p>CTE courses provide opportunities for students to experience technical career choices while still in high school. SHS offers a total of 13 courses across 5 pathways: Automotive Technology, Manufacturing Applications, Agri-Science, Business Applications, and Law Enforcement. Once they have completed a pathway they earn a certificate that is documentation of their expertise in their pathway.</p> <p>Students with disabilities are supported through Workability. Workability provides an array of services to ensure students with an IEP have successful transition to employment. This provides entry level career opportunities for students with disabilities.</p> <p>There are opportunities for students to gain insight into postsecondary options. For students that strive to continue their education SHS offers College Night, to all students and parents, and a FAFSA workshop for seniors.</p>	<p>College and Career Indicator data for CTE classes</p> <p>Get Focused Stay Focused data</p> <p>Documentation of CTE Certificates</p> <p>Documentation of number of workability students.</p> <p>College Night Presentation (on SUHSD website)</p> <ul style="list-style-type: none"> - College Planning Timeline

<p>This provides support for parents and students interested in postsecondary education.</p> <p>Students also have an opportunity to gain college credits and get a taste of the college experience through our Early College program. Students can attend classes at Columbia College and some Columbia College courses are offered on our campus, including the EMS Fire course.</p> <p>SHS Juniors and Seniors have the opportunity to attend Columbia College’s Annual “Claim Jumper Day,” a field trip in which students tour the campus and learn about college academic programs and financial aid.</p> <p>Senior Awards night provides students with financial help to facilitate student transition to college, trade schools, and military postsecondary options.</p> <p>Columbia College & CSU Stanislaus representatives visit our campus to help seniors register for classes.</p> <p>The effectiveness of these strategies and programs is measured in a variety of ways. Informally through workshop attendance. More formal evaluation: data from CSU High School Success website:</p> <ul style="list-style-type: none"> • Between 2012-2016, 60% of 52 Summerville High students completed a full load (30+ units) in their first year of college at a California State University. • Over the past five years, an average of 9 Summerville High students enrolled at a CSU campus each year. • Over the past five years, 50% of Summerville High students graduated from a CSU campus within six years. 	<p>-</p> <p>Early College enrollment Data Online learning CC enrollment data.</p> <p>Claim Jumper attendance data</p> <p>Financial aid awards</p> <p>School online academic calendar</p> <p>CSU High School Success Website https://csudata.calstate.edu/highschool/</p>
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Summerville Union High School District continues to offer a variety of strong A-G courses and electives and has expanded our elective offering and AP offerings over the past six years. Our teachers have worked hard to align their curriculum with Common Core. While our state test scores had been strong, particularly in English, they have decreased since the implementation of Smarter Balanced. Technology has been integrated seamlessly in many classes. While our number of students ready for college has steadily grown we recognize a need to give students more CTE/career ready options and training.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Summerville offers a variety of challenging, rigorous and relevant courses. We have expanded our course offerings in the past few years to new courses such as online learning, AP, Early College, etc., and we are expanding our CTE pathways, as well as continuing to enhance our current courses.
- Through the increased use of technology, we have improved collaboration between parents, teachers, and staff to keep students on track for graduation as well as prepare students for future goals.
- The completion rate of A-G courses increases each year.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- There is a need to increase our data for students that have graduated in order to make data driven decisions about our school's effectiveness.
- Summerville may not currently offer enough CTE courses for student demand and needs.
- Our CAASPP scores have not made significant gains.

Category C: Standards-based Student Learning: Instruction

Last Name	First Name	Department	Role
Lillie	Sean	Math	Chair
Brull	Jordan	Social Studies & English	Member
Clark	Trichelle	Classified Staff, Librarian	Member
Dubner	Erica	Student	Member
Garcia	Paige	Physical Education	Member
Kellogg	Katherine	Science & Agriculture	Member
Kerns	Kelley	English	Member
Osterhout	Jennifer	Administration	Member
Spurrier	Dana	Physical Education & Fine Arts	Member
Warnock	Tami	Parent	Member

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Since the previous WASC visit, Summerville High School has implemented the Common Core Standards across all disciplines. Administrators and teachers have spent a significant amount of time attending trainings, PLCs, and staff meetings to implement new standards into courses. Ultimately the goal is to provide rigorous and coherent standards-based education that prepares students for college and/or careers immediately after graduating from Summerville High School. Student attainment of each of the standards is demonstrated by involvement in Advanced Placement (AP) and honors-level classes, career education programs such as four Career and Technical Education (CTE) tracks, competitions, performance	Course Outlines Course Syllabi PLC Agendas/Notes Class Schedules School Calendar

<p>groups, community service projects, curricular clubs, tutoring, yearbook, and competitive academic teams.</p> <p>At Summerville High School, all students have access to challenging learning experiences which help them meet the California Common Core State Standards (CCSS) and state-mandated content standards. A variety of courses provide pathways to meeting these goals. Honors-level and AP courses are offered alongside college prep courses. An example can be found in the Social Studies department. Students in history classes apply historical thinking skills to analyze complex primary and secondary sources, gather and organize evidence, and make a claim backed by evidence and logical reasoning. AP classes are taught at a college level and require students to exercise the cognitive skills, motivation, and self-regulation of a university-level course. College preparation and elective classes challenge students by presenting new concepts in engaging ways. Students learn the concepts through a combination of group discussion, cooperative learning, group practice, checks for understanding, lecture, and independent practice. School wide efforts are made toward utilizing technology efficiently. Continual discussion and collaboration concerning vertical articulation is taking place amongst departments in order to maximize learning in each course. Finally, 64.35% of students and 80.77% of parents agree that students are exposed to challenging coursework.</p>	<p>Classroom Observations Student Survey Parent Survey</p>
<p>In English courses, teachers utilize StudySync, a standards-aligned digital curriculum companion, in addition to supplemental texts from a variety of media. This program provides students opportunities to improve and demonstrate their proficiency in reading, writing, listening, and speaking. Each grade level course focuses on analysis, annotation, and close reading of expository and literary texts. A greater emphasis has been placed on comparative synthesis writing. To improve students' ability to speak and listen, the English department uses Socratic Seminars, debates, oral presentations, impromptu and prepared speeches, and Think-Pair-Share activities. In English Honors, students communicate their knowledge to a local and a state-level panel of judges during a prepared speech activity. All students have access to a ERWC course which increases college readiness.</p>	<p>StudySync Rubric Socratic Seminars Debates Evaluation of Student Work</p>
<p>In foreign language courses, teachers have created highly engaging and challenging learning experiences. Teachers utilize activities and assessments that emphasize not just reading and writing proficiency, but also speaking and listening. Teachers in the foreign language department</p>	<p>Classroom Observations Assessments</p>

<p>continually seek professional development in order to apply the most up-to-date instructional strategies. In Spanish classes there is a focus on communication skills while incorporating the proper register and tone depending on the context and interpersonal relationship. To ensure all students have access to challenging coursework, the department offers an AP Spanish course along with Spanish 1, 2, 3, and 4.</p>	
<p>The math department has implemented and continues to improve upon the integrated course sequence of Math 1, Math 2, and Math 3 which is intended to prepare students to meet Common Core Standards. The department also offers Pre-Calculus, AP Calculus, and AP Statistics courses in order to better prepare college bound students for success. The department offers a Survey of Math course in which students explore immediately applicable math concepts. Students in each of the math courses develop critical thinking skills in order to solve problems in collaborative and individual settings. Teachers utilize the Get More Math program to provide students additional practice opportunities, receive feedback, and engage in a meaningful way with math concepts at, and slightly beyond, their current level. With a variety of course offerings, students of varying ability levels are provided challenges in equitable learning.</p>	<p>Classroom Observations Get More Math Program</p>
<p>The science department continues to align course curriculum with the recently published NGSS standards. Teachers create hands-on, inquiry-based activities in which students explore and observe scientific concepts. Students are also required to conduct a significant amount of writing and reading in science courses which aligns with the NGSS standards. Teachers integrate collaborative learning strategies, model key academic tasks, and scaffold instruction to provide appropriate challenges for all students.</p>	<p>Classroom Observations</p>
<p>In performing arts classes, students participate in musicals, theatrical plays, dance recitals, stage concerts, and other on-stage productions. Performing arts teachers stress collaboration, leadership, hands-on activities, and teamwork to provide students challenging learning opportunities. Similarly, students in visual arts classes learn technical, discipline-specific vocabulary, apply concepts, and display their work.</p>	<p>Classroom Observations Extracurricular Clubs</p>
<p>Social Science teachers have worked through PLCs and county-level Community of Practice trainings to increase content knowledge, align activities to CCSS, and improve students' reading, writing, listening, and speaking skills. The</p>	<p>PLC Agendas/Notes Community of Practice Agendas/Notes</p>

<p>Social Science department expects students to engage in document-based analysis and investigation to ensure college readiness. Students improve reading skills by conducting close reading in which students read a short, engaging, and rigorous text multiple times which promotes critical thinking, collaboration, and communication. Listening and speaking skills are improved through the integration of Socratic Seminars, Structured Academic Controversy, Think-Pair-Share, and research presentation activities. The department offers two AP courses, AP European History and AP United States History, which provide increased rigor in preparation for college. Lastly, students have access to a Speech, Law, and Debate and Media and Technology elective courses which provides students additional challenges in public speaking, digital content creation, and critical analysis of contemporary technology and legal issues.</p>	<p>Document Based Questions Research Projects Rubrics Socratic Seminars</p>
<p>The special education department uses Common Core-aligned curriculum to help students meet graduation requirements. Teachers scaffold instruction, model tasks, and provide feedback to ensure all students have access to the curriculum. Education specialists assist classroom teachers by providing scaffolds and one-on-one instruction to designated students in core classes. General education teachers collaborate with both education specialists and special education teachers to ensure students have full access to curriculum. The special education department also offers students study skills classes in which they receive more focused instruction and assistance with course work.</p>	<p>Classroom Observations IEP/504 Meeting Notes</p>
<p>The physical education department implements curriculum that focuses on teaching students the fundamentals of different athletic endeavors and assists students with learning and practicing teamwork skills. Specialized courses such Weight Training and Aerobics provided students a challenging environment in which to improve their individual physical fitness and mental resilience. The Health and Theory of Sports courses provide learning opportunities with an emphasis on physical, mental, emotional, and social health. Curriculum and instruction help students learn skills they will use to make healthy choices throughout their lifetime.</p>	<p>Classroom Observation</p>
<p>The Associated Student Body organizes a variety of clubs for students. Students may join academic clubs such as Robotics, Mock Trial, Future Farmers of America, and Academic Decathlon. ASB students also organize school-wide activities, participate in student government activities, and attend statewide leadership conferences.</p>	<p>ASB Meeting Notes Club Offerings School Events</p>

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Online instruction at Summerville is limited to credit recovery completed during both the school year and during summer school and are monitored by the supervising teacher. Online instruction driven by subject matter teachers as asynchronous instruction is not applicable.	BYU and Apex course pacing guides and timelines

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Students at Summerville are provided with multiple means of acquiring the expected performance and achievement levels specificified by departments and instructors. Feedback from students, immediately prior to the WASC study, showed that 75.92% of students agreed or strongly agreed that they know what their teacher wants them to learn.	Student surveys are positive
Most teachers at Summerville have a website for students to visit, and many use Google Classroom so that information is easily accessed and predictable to find. Other teachers utilize the Remind app to communicate with students in real time. All teachers issue syllabi to students, and most are listed online as well. Course descriptions are also updated by teachers annually and presented to students prior to the new school year.	Syllabi Websites
Observations made of classrooms in the math, social studies, and CTE departments also indicated that teachers are consistent with listing daily objectives at the front of the classroom as well. Several students reported that they feel like they consistently knew what was to be learned in their classes and what was expected of them, noting that most teachers consistently had objectives at the front of the class and verbally communicate with them regularly.	Classroom Observations Student Interviews

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Educators at Summerville have an understanding that just as students grow and develop at different rates, they learn in different ways and different speeds. In order to reach all of our students, our staff members effectively differentiate instruction through a wide array of teaching methods. A variety of opportunities are provided so that students are able to learn and demonstrate mastery of content in both traditional and non-traditional ways. For example, at Summerville iPads have successfully been implemented in a 1:1 ratio. The iPads are utilized by students to access and submit assignments. Students can receive online feedback from their class instructors and their peers. Teachers also use ipads as inquiry centers and for database research in order to promote class engagement. Teachers use Google applications such as Google Classroom, Sites, Forms, Docs, Slides, in addition to other apps such as Remind, Survey Monkey, Scorch and Kahoot to reach all different learning styles: audio, visual, musical, and kinesthetic. Summerville students may submit writing assignments from school or home and teachers are able to respond promptly and digitally. Ipads are used as a tool for teachers to differentiate their instruction.</p> <p>SUHD staff are provided with document cameras, laptops, iPads, projectors and Apple TVs. These can be used to demo learning, teacher-modeling, explain and describe processes, and clarify objectives. YouTube and Ted Talks are a popular internet site that our teachers use to enhance the auditory and visual aspects of their lessons. Students and staff have direct access to an on-site computer lab.</p> <p>Teachers utilize Quizlet and the math department has successfully implemented the Get More Math program, a program that is skill-focused and works to get students to a mastery level of new skills.</p> <p>The English Language Arts classes use the online curriculum, StudySync. StudySync allows the instructor to anonymously group certain students (ELLs or otherwise struggling students) and assign certain scaffolds and handouts to help with the skills and material at hand.</p> <p>Both faculty and students validate the use of multimedia and technology in the classroom. 85.5% of students feel that teachers are using a variety of resources to differentiate instruction</p> <p>World History provides a variety of modes of input including audio, visual, text and video. Instruction allows various opportunities for students to contribute based on their</p>	<p>Ipads Classroom Observations Google Classroom Google Docs Quizlet</p> <p>Student/Staff/Parent Surveys Lesson Plans Student Assignments</p> <p>Lesson Plans Math class</p> <p>Student/Staff/Parent Survey StudySync Student Work Samples</p> <p>World History Lesson Plans</p> <p>Choir class</p>

<p>strengths (oral, auditory, visual and written).</p> <p>Choir students use the Scorch App as an interactive way for the instructor to allow students direct access to the individual pieces of music that they need to practice either in groups or individually.</p>	
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers are effectively using a variety of strategies in order to deliver curriculum. These strategies include a flipped classroom, group work, teacher-modeling, “I do, We do, You Do,” and a plethora of visual and audio resources to drive instruction. Since the last WASC visit, we have moved to a 1:1 iPad program which has drastically changed the way teachers are able to deliver curriculum. As a school, we have focused on meeting all common core standards (CCSS) in an engaging way through the use of technology. Generally, we utilize Google applications: Drive, Classroom, Docs, Slides, and Sheets to deliver curriculum, organize daily agendas and goals, and to post assignments. In addition to Google, teachers use their school-issued iPads to project/airplay certain lessons and material to their Apple TVs. Document cameras and overhead projectors are also used to deliver and model certain tasks/curriculum with students.</p> <p>More specifically, most departments use an online curriculum to teach and reinforce all CCSS.</p> <p>Math: Our math courses use the online program Get More Math (GMM), which poses questions to students dependent on their level. For an instance, after initial delivery of instruction, the students will log-on to their GMM profiles and work through lessons and mathematical equations at their present level of performance. Once a student shows mastery of an equation or skill, the program will advance to a new skill for the student to master.</p>	<p>Lesson Plans</p> <p>Classroom Observations</p> <p>Google Classroom</p> <p>Apple iPads</p> <p>Smart TVs</p> <p>Apple TVs</p> <p>Document Cameras</p> <p>Smart Boards</p> <p>Overhead Projector</p> <p>Get More Math</p> <p>Google Classroom</p> <p>StudySync</p> <p>Get Focused, Stay Focused</p>

<p>Science and Agriculture: The science departments all use Google classroom to post assignments, agendas, and provide feedback. In addition to the iPads, the science classrooms also have a Chromebook cart for students to use daily and one of our science classrooms has a SmartBoard for instruction. Technology is also utilized through the science department using tools such as thermometers, carbon dioxide detectors, PH meters, and carts for physics labs. The agriculture department also uses many of the strategies listed above, like Google classroom, iPads and textbooks. Additionally, scientific analysis software, drones, handheld GPS units and environmental probes are used to bring 21st century technology to the agriculture classes.</p> <p>English Language Arts courses use a CCSS aligned online curriculum, StudySync. Students are able to read texts, respond to higher level thinking questions, analyze and annotate short stories, poems, and historical context pieces, all digitally.</p> <p>PE/Health courses do not use an online curriculum, but our teachers do incorporate many different forms of technology for instructions. They utilize Google applications: slides, sheets, and classroom. Our health classes also incorporate a CPR presentation with technology to meet new state requirements of all students learning how to perform CPR.</p> <p>Keyboarding and Business classes use a keyboarding program to teach students to type in a correct format, work through Google Sheets and Microsoft Excel to record equations and data.</p> <p>Social science classes incorporate all Google applications, including Google Classroom, Google Docs, and Google Slides. Our social science teachers utilize YouTube videos to review key terms and engage students in a a digital daily warm-up.</p> <p>Economics and government classes use iCivics resources to teach students the functions of civics, political processes, and the U.S. government.</p> <p>Foreign language teachers use a variety of different technology to deliver instruction. Our Spanish teachers use YouTube videos to drive instruction in Spanish as well as the website called Senor Wooly that provides educational videos geared towards high school students.</p>	<p>Helicopter drones with camera Handheld GPS units Water Quality Probes Scientific Analysis Software</p>
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<p>Ultimately, we have found that across curricular, our teachers are current in the instructional content and delivery methods. Our teachers have attended many conferences for instruction related to the CAASPP test, New Generation Science Standards (NGSS), Expository Reading and Writing Courses (ERWC), National Council on Social Studies (NCSS) and also a local community conference on instruction called the Community Practice for Social Studies.</p> <p>According to our staff, student, and parent survey, 95% of teachers agree or strongly agree they use a variety of instructional methods in most [class] sessions. 70% of teachers agree or strongly agree they use the newest research based techniques in their curriculum. 85% of our teachers either agree or strongly agree that they require students to use a variety of resources including textbooks and technology to obtain learning goals. Lastly, 73.9% of students either agree or strongly agree that their teachers effectively use technology to support their learning,</p>	
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Online instruction at Summerville is limited to credit recovery and personal-interest classes completed during both the school year and during summer school and are monitored by the supervising teacher. Online instruction driven by subject matter teachers as asynchronous instruction is not applicable.	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Summerville High School teachers incorporate a variety of research-based instructional strategies to engage all students. Through PLCs and “buy back” training days, teachers have become familiar with and continue to expand their understanding and application of engagement strategies. Teachers implement strategies across multiple disciplines which increases student proficiency with the strategy and allows for a focus on content-specific learning. Ultimately, these collaborative strategies increase student interactions and address multiple modes of learning. Examples include Think-Pair-Share, Think-Write-Pair-Share, Whip-around, Round Robin, Numbered Heads Together, Stand up/Hand up, and Argument Corners.	Classroom Observation Lesson Plans PLC Agendas Student Assignments

<p>Additionally, teachers at Summerville utilize a variety of teaching methodologies to enhance student learning. Lessons are constructed to benefit all learner sub-groups (ELL, AP, SDC). Among these activities are the use of equity cards/sticks, scientific inquiry and discovery through practical labs, performances, speeches, debates, oral presentations, student-led discussions with teacher-provided scaffolds, socratic seminar, peer editing and revision, research projects, historical simulations, and multimedia presentations.</p> <p>Teachers use a variety of engagement strategies in order to encourage student collaboration and shared learning. For example, math students cooperate with each other to solve problems in small groups. Science students analyze data in lab groups and report findings. English students conduct peer reviews to improve individual writing. Social Studies students work in small groups or pairs to analyze primary source documents, gather evidence, create arguments, and share their perspectives. In elective classes, students complete research projects in small groups and give oral presentations while the teacher facilitates the learning process by structuring the activity, building scaffolds, and providing feedback.</p>	
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students at Summerville are able to apply knowledge and skills at higher cognitive levels through a variety of activities throughout the school's departments.</p> <p>Within the science department the teachers offer multiple in depth projects to allow students to apply previous learning from within the classes curricula. Ms. Wessel's solar oven project has students explore solar radiation and the conversion of radiant energy to solar within the context of designing something that could boil water in a third world nation with poor water quality. A similar project has students investigate oil spills to better understand the difference between mixtures and pure substances, and then to research which chemicals would be best to clean up the spill according to its particular oil to water ratio. Both of these projects help students use science concepts learned throughout the year in a context that relates them to the world outside of their classroom. Mr.</p>	<p>Solar Oven Project</p> <p>Oil Spill Project</p>

<p>Tucker utilizes an end of the year cardboard car race as an opportunity for students to employ their year long studies of physics, a project that the whole school participates in at least from the sidelines, whilst emphasizing the applicability and challenge of real world physics.</p>	Cardboard Car Project
<p>Within Social Studies students are able to participate in mock trial, allowing them the opportunity to learn about the judicial system and prepare for a court case in a real courtroom. The mock trial club works in unison with speech and debate class to enable students to use argument techniques learned in class in a real world setting. The class and club emphasize civics lessons that students need in real life to be good citizens and informed recipients of news and information.</p>	Mock Trial
<p>In dance Mrs. Garcia, Mrs. Peterson and Mrs. Spurrier allow students to choreograph and put together their own Zumba dances as groups and then perform them in front of the class. In addition, these teachers encourage students who wish to be more involved, to choreograph specific dances on their own for the end of the year performance in front of the school.</p>	Dance Projects
<p>Mrs. Horak in keyboarding offers Get Focused, Stay Focused, a program to guide freshmen through thinking about and planning for both their high school education, and their career paths beyond. In addition, these freshmen plan for and engage in interviews with real employers in the community to learn about how to correctly prepare for entering the workforce. This project creates a real connection between school and the workforce for students.</p>	Get Focused, Stay Focused
<p>Summerville has a distinguished robotics program that offers opportunity for all grade levels to apply mathematics and science in a manner that prepares them for higher education and careers in the fields of computer programming and engineering. A robotics class exposes students to coding and CAD, and the more advanced robotics team enables students to transfer those skills to the actual designing and building of robots. This team competes in contests around Northern California and Nevada, where students are further exposed to technology and people from within the coding and engineering world. The math department also offers a survey of math class that applies what students have learned in their regular math classes to everyday real life math problems, including filing taxes, acquiring insurance, understanding interest and interest rates, financial saving and investing, and planning for the future.</p>	Mock Interviews
	Robotics

The high school also boasts of an agriculture program that provides many opportunities to apply scientific and speaking skills in the real world. Students attend conferences throughout the state and country, where leadership and speaking skills are emphasized. Students also raise animals for the county fair, and ag students take Ag Bio as opposed to regular biology where they learn a more practical application of their biology lessons.	Ag/FFA
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C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Online instruction at Summerville is limited to credit recovery and personal-interest classes completed during both the school year and during summer school and are monitored by the supervising teacher. Online instruction driven by subject matter teachers as asynchronous instruction is not applicable.	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students at Summerville use higher order thinking skills that demonstrate reasoning and problem solving through a variety of writing assignments, research based math problems, writing assignments, science labs, project based learning, discussions and debates. Advanced placement classes provide students with a unique opportunity to be exposed to college level curriculum and earn college credit. Students take a variety of high level assessments that measure critical thinking skills throughout the year. In the Law Enforcement class, students are required to respond to scenarios that involve traffic stops, use of handcuffs, officer safety and proper control of situation. They also are required to demonstrate understanding of California's Penal and Vehicular codes. In Theory of Sports, students are required to work in groups to research, develop and present a lesson plan discussing the effects of drugs and alcohol on the body. Students enrolled in Dance at Summerville select their music and work in groups or individually to choreograph and then perform their own original dances. Performing arts gives students the opportunity to create, direct and perform short plays. Students in Physics design and build a cardboard car, then	Classroom Observations Law Enforcement Theory of Sports Dance/Ballet/Academy Dance Theatre Physics

<p>participate in racing them against others in their class.</p> <p>The yearbook staff is responsible for taking pictures of activities and events taking place at Summerville. They then are required to organize yearbook layout and design.</p> <p>Teachers at Summerville through working within their PLC's create assessments that require students to use higher level thinking skills that include reasoning and problem solving. Students can be observed in classroom discussions and debates that encourage a high level of engagement for all.</p> <p>Student led seminars. Students get into groups and formulate their own discussions based off of the information that was learned.</p> <p>In English Honors class, students are put into groups and are given a specific time period in history. They then create their own lyrics to a popular song and then perform their songs in front of the class.</p> <p>Students in Auto work in groups to diagnose specific mechanical problems and then have to make decisions on how to go about appropriately fixing the issue.</p> <p>In World History, students work in groups to analyze examples of nationalism and complete a graphic organizer. Students then create a hypothesis concerning the three attributes of nationalism and share their findings with this class. Students apply the concept to additional examples and non-examples. Finally, students identify an additional example of nationalism using the Internet and describe it in terms of the attributes. Through this activity, students practice inductive reasoning and research skills.</p>	<p>Yearbook</p> <p>Lesson Plans</p> <p>ACADEC</p> <p>English Honors</p> <p>Autoshop Project</p> <p>World History Lesson Plans</p> <p>Ag Science/FFA Robotics Mock Trial</p> <p>Trigonometry Project</p>
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
<p>Campuswide students use technology to support their learning. We are on a 1:1 iPad program and students have access to digital assignments and Google applications such as Google Classroom, Docs, Sheets, and Slides.</p> <p>Summerville has implemented online curriculum supports such as StudySync and Get More Math, both of which students access through their iPad. Students use technology for projects, presentations, labs, essays, written classwork, and homework.</p>	<p>Lesson Plans</p> <p>Student Work Samples</p> <p>Classroom Observations</p> <p>StudySync Submissions</p> <p>Staff, Student, Parent Survey</p>

According to our staff, parent, and student survey, 84.4% of students either agree or strongly agree that they use their iPad to conduct research, 68.9% of students either strongly agree or agree that the use of their iPad is beneficial to learning, 85.5% of students agree or strongly agree they are given a variety of resources including textbooks and technology to help support learning, and 73% of parents surveyed believe teachers use technology to support student learning.	iPad checkout list from library
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Teachers provide a variety of experiences to extend student learning beyond the textbook. Teachers effectively leverage the 1:1 iPad program to provide access to many of the supplemental materials used in class. In many cases these materials and activities connect learning to real-world activities.	Classroom Observations Lesson Plans
English teachers consistently integrate sources from a wide array of media and genres, including diverse sources like printed short works of literature, digital articles, TED Talks, and YouTube videos. In addition, teachers invite guest speakers from the community and subject matter experts to speak to their students.	Classroom Observations Student Work Samples Lesson Plans
Social studies students conduct research to answer thematic or unit-level questions using many primary and secondary sources outside of the textbook. These sources include written texts, images, and audio and video clips. Some specific examples include: Economics students playing a stock market simulation, World History students completing DBQs, AP United States History students analyzing primary sources to deepen their understanding of the past, and Government students creating presentations on California ballot propositions.	DBQs Lesson Plans Classroom Observation
Math students use the Get More Math application as a supplement to the textbook and classroom instruction. They also conduct practical activities in which they apply concepts. As an example, Math II students collaborate to measure objects on campus using shadows, similar triangles, and trigonometry to determine height.	Get More Math Student Work Samples
In the Senior Seminar course, students collaborate with	

community members to complete a community service or fundraising project. In addition, students conduct research, present findings to peers, and write a formal research paper related to their project.	Classroom Observation
Biology students conduct an end of course research project which requires them to choose a topic, identify physical and digital sources, synthesize information, and present their findings to their classmates.	Student Work Samples
In the foreign language department, students apply their learning by reading children's books in Spanish, listening to YouTube videos in Spanish, and interacting with the Señor Wooly website.	Classroom Observation
In the physical education department, Ballet and Dance students complete a group choreography project which requires them to choose a dance genre, identify its characteristics using the Internet, create choreography to a song, and demonstrate their creation to classmates. In Team Sports and Coed Core Physical Education classes, teachers demonstrate proper techniques. In the Theory of Sports class, local law enforcement officers and paramedics present information related to class topics as a means of extending student learning outside of the course textbook.	Classroom Observation

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Students have access to career awareness and preparation in most departments at Summerville High. Amongst teachers, our survey showed that 75% responded that our school implements strategies and programs to facilitate transitions to college, career, and other post-secondary options. While 65% felt that they individually provided opportunities for students to engage in career preparation activities. The student survey indicated that 66.48% felt that their classes helped prepare them for future goals and 54.60 % stated that Summerville offers enough CTE classes. Lastly, 66.47% felt that the school implemented programs to facilitate transitions to college and career.	
Students particularly interested in math and science have the ability to enroll in the robotics class and join the robotics club	Robotics Club

<p>on campus. The robotics club appeals to students who have an interest in applying mathematics in the realm of engineering and coding, giving them real-world experiences at the high school level that are applicable to advanced technical career fields. The club itself allows students to travel outside of the area to compete with other robotics clubs and exposes students to other locales and people within the fields of engineering and coding.</p>	
<p>Keyboarding classes incorporate mock interviews at the school whereby freshman have the chance to practice their interview skills in a professional manner. Students are interviewed by professionals within the community and practice professional interpersonal skills while meeting members of the local business community.</p>	Mock Interviews
<p>Several CTE classes offer the most exposure to students for occupational programs and job preparation. Auto shop offers students hands-on experience in mechanics. Similarly, Welding and Fabrication class allows students to practice technical skills such as computer-aided drafting and manufacturing by using relevant modern computer programs like Sketch-Up and Fusion 360. Law Enforcement provides students a course taught by a law enforcement professional for students interested in exploring that arena as a career path.</p>	Auto Shop
	Sketch-Up
	Fusion 360
<p>The agriculture department offers students numerous opportunities in three career pathways (Horticulture, Forestry and Animal Science) through its three circle model of instruction. Students are exposed to professionals in-class as guest speakers who not only share what it is they do but also give instruction on the use of tools/skills from their specific career area. Students are encouraged to take part in different events such as the Forestry Challenge, Occupational Olympics and Sierra-Cascade Logging Conference.</p>	Forestry Challenge
<p>FFA Chapter activities and contests provide an intracurricular exposure to developing public speaking skills and opportunities to visit with professionals at Colleges and Universities both at home and abroad. Students compete in Career Leadership Events that range from Job Interview contests to Public Speaking and Parliamentary Procedure (a form of debat). Career Development Events (CDE) are contests in specific agriculture industries that tests skills and knowledge within that industry. These contests all include a knowledge component, hands-on skill set and speaking component, where students present a set of reasons to industry professionals. Unique to our county is the FFA Ambassador</p>	FFA Leadership Development Events (LDE)
	Extemporaneous and Impromptu Speaking

<p>program where students get hands-on experience in International agriculture practices and leadership development in Australia every two years.</p> <p>Agricultural education classes also include opportunities for students to take skills and knowledge developed in class and apply it to Supervised Agricultural Experience Programs (SAEP). These projects include entrepreneurship SAEs in which students develop agriculture business plans or raise animals to sell at fair or market. Work experience SAEs provide students with the opportunity to work with or for agriculture industry people and businesses, as either a paid or unpaid experience. Research SAEs are designed for students with an interest in science and research, pairing them with research companies or an agriculture scientist.</p> <p>Students engaged in CTE courses also have the opportunity to attend the Occupational Olympics to test their career-oriented skills against others. These students are selected by their instructors, with 70 students attending the event during the past school year.</p>	<p>Student Supervised Ag Experience Projects SAE's</p> <p>Occupational Olympics</p>
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C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
Online instruction at Summerville is limited to credit recovery and personal-interest classes completed during both the school year and during summer school and are monitored by the supervising teacher. Online instruction driven by subject matter teachers as asynchronous instruction is not applicable.	

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified critical learner needs)

Summerville High School has a strong instructional program. We provide varied and well-implemented strategies to support student learning in each of our departments. The courses available to students are rigorous and evidence shows that students are benefitting from challenging, differentiated, and relevant learning opportunities. High-achieving students have access to Advanced Placement and Honors-level classes. In addition, we offer specific courses to meet the needs of Special Education students and provide remediation for students struggling in core Math or English Language Arts classes. Despite these efforts, additional instructional modifications must be made to improve CAASPP scores.

Aligning with our district vision of ensuring all students are prepared for college, career, and life, course and lesson designs offer students opportunities to learn, develop, and apply skills for diverse occupations. Elective courses and CTE pathways have grown recently but should be expanded to address the needs of more students with different career outlooks. A primary area of growth made evident by our self-study is to better address the needs of students who are not college bound. The implementation of additional electives and CTE pathways will also help college bound students develop career skills that can be applied to higher education and, ultimately, their careers.

Most teachers effectively implement technology into classroom activities. Online textbooks, assessments, research platforms, and learning management systems such as Google Classroom are readily available for teacher use but additional training opportunities must be offered in order to fully leverage technology to improve learning. Teacher technology competence varies widely and if we are to provide students an opportunity to use these tools, teachers must be properly trained.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Increase in technology usage in most departments which offers students more effective learning opportunities.
- Use of cooperative learning strategies to improve student learning outcomes across all courses.
- The implementation of CCSS and NGSS represents an instructional shift from knowledge-based pedagogy to an emphasis on application of learning and utilization of higher order thinking skills.
- Professional learning communities are effectively used by staff to collaborate on best practices to improve student learning.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- More emphasis on CTE with additional course offerings and career pathways.
- Improve the implementation of technology in all classrooms.
- District stakeholders must create a comprehensive plan to address the relatively low CAASPP scores in English Language Arts (59.79% of students met or exceeded standards in 2017-18) and Math (28.12% of students met or exceeded standards in 2017-18).
- Continue to improve WiFi connectivity and dependability in all locations throughout the campus

Category D: Standards-based Student Learning: Assessment and Accountability

Last Name	First Name	Department	Role
Hallinan	Brooke	English	Chair
Banks	Andrea	Language	Member
Jensen	Cindy	Classified Staff & Parent	Member
Jensen	Sabrina	Student (senior)	Member
Kamada	Charles	Math	Member
Markle	Nicole	Performing Arts	Member
Sweitzer	Steve	Deputy Principal	Administrative Member
Tucker	Douglas	Science	Member

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Summerville High uses different tests and assessments to collect, disaggregate, and analyze student performance. Besides using exams and assessments in the individual classrooms to analyze the learning of the materials, Summerville High primarily uses Smarter Balanced testing for the English and math departments to collect and disaggregate student performance data. We use CAST test to assess science. Staff use their professional learning committees to review the data provided and determine the areas of improvement in their individual classes. The staff also receives the data from the tests in a staff meeting and analyze and discuss the meaning of the results and how to use this information to make changes in teachers' instruction.	SBAC test results PLC meetings Staff meetings

Findings	Supporting Evidence
Administration has provided staff members bi-monthly collaboration time through designated Professional Learning Communities (PLC) to improve consistency within core content areas and to improve the skills and knowledge of educators at Summerville High School. PLCs are stratified by departments (members of the math department formed one PLC, members of the English department formed another), which provide opportunity for professional dialogue and expertise exchange within department members to improve student performance levels. Departments discuss how summative assessments are aligned with Common Core Standards and how formative assessments could be improved through informal observations and assessment. Once a month, to improve student performance levels and growth amongst the student population, leadership (administration) prompted PLCs with an area of focus deemed as a critical need. For instance, PLCs were directed to discuss within their departments how to effectively implement writing across the curriculum. This collaboration time has been more successful in some subject areas than others and can be improved upon.	PLCs
In 2017-2018, the math and English departments were directed to administer interim assessments through the SBAC portal to determine how well student achievement and growth were progressing toward Common Core Standard. After finding very little success with the SBAC portal, the English department was asked to use the assessment tool built into the StudySync curriculum purchased by the district to administer summative assessments. They have made a plan to use this assessment tool beginning in the 2018-2019 school year. The math department is still in need of a useful summative assessment tool. Both departments continue to look for solutions to help assess students in a more effective way and plan to attend a SBAC training in January.	CAASSP Interim Assessments

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Students, parents, teachers and administration have access to PowerSchool which provides real time updates to grades and teacher's grade books. Parents and students can use the	PowerSchool

<p>PowerSchool portal to check grades at any time. Because PowerSchool is an exact duplicate of a teacher’s gradebook, it is an effective way to communicate academic progress with parents and students.</p>	
<p>Many teachers use Google Classroom to provide students and parents with ongoing assignments and grades. “Classroom” can be used to notify parents when assignments are due. During several staff meetings, teachers have been taught how to use the program and encouraged to do so.</p>	<p>Google Classroom</p>
<p>Every 6 weeks progress reports or report cards are mailed home and available through Powerschool. These reports are another measure to ensure students and parents are made aware of grades and progress in classes.</p>	<p>Progress Reports and Report Cards</p>
<p>Grade Level Coordinators meet with students throughout the year to help students monitor progress. Grade Level Coordinators meet with every student each spring to help students select the courses they will take for the next year. Students who have failed courses may be advised to enroll in summer school or an online class in order to make up for failed courses. In the 2018-2019 school year, a new “online” class was added during the school day to provide an opportunity for students to enroll in online classes for credit recovery or enrichment purposes. During meetings with Grade Level Coordinators progress towards career and college goals are addressed. Notifications are sent home indicating if students are on track to graduate and if they are on track to meet A-G requirements for UC/CSU eligibility. Grade level coordinators also meet with students throughout the year to address academic and behavioral concerns. Grade level coordinators provide suggestions to help students find resources that may help them be successful in classes. Struggling students receive letters and calls from grade level coordinators offering to meet with parents and students.</p>	<p>Academic Counseling</p>
<p>During monthly PLC meetings, teachers have an opportunity to share student progress with other teachers within their department. Best practices are shared during these meetings along with topics that arise throughout the school year. The basis for grades varies for each teacher. Students become familiar with each teacher’s grading practices.</p>	<p>PLC Meetings</p>

D1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery

has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
<p>Typical evaluation of student progress is determined by performance as measured by academic grades in the previous class. Students who finish a progressive class, such as math 1, 2 or 3 may not be advanced into the next course until mastery of the prior class is shown by earning a grade of C or better. This standard also aligns with UC/CSU requirements of grades at or above a C in order to meet that A-G requirement. Students who do not achieve a grade of C or better in a progressive class may repeat the class the next year, take a similar class at a college or enroll in summer school to repeat the class in order to advance by the next school year.</p>	Grading, Advancement
<p>Grading in most courses on campus is completed by the classroom teacher. Grading for the “Online” course on campus and summer school is done through online programs such as BYU Online and APEX.</p>	BYU Online Coursework, APEX Online Coursework
<p>To determine academic integrity most teachers use the “Turnitin” online tool. This application requires students to submit essays and original works to the program for a report that is shared with the student and teacher. This report reveals a similarity index which indicates how similar the student’s work is to other works. If a student were to copy parts of an online document, the similarity index level would alert the teacher that the student used similar language as an existing source. .</p>	Turnitin.com
<p>Local assessments have been the determining factor in student achievement and advancement. Math and English teachers plan to learn how to use the SBAC interim assessments tool in a meaningful way.</p>	Formative and summative classroom assessments

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Large scale evaluation of specific programs and graduation requirements occur when necessary through collaborative efforts with individual departments, administrators, counselors, and the school board.</p> <p>New courses have to go through a school site council and board approval process that assess the textbooks and curriculum that would be used in the course. They also review the impact the course would have on students and schedules. Later, teachers and administrators work to make improvements or changes to courses that may be necessary to make the class more effective for students in the following years.</p> <p>Smaller scale adjustments to program curriculum, homework policies, and grading policies are typically carried out through individual department or teacher-admin meetings. This was one of the intended purposes the PLC meetings schedule to allow teacher collaboration to create of more consistent expectations for students in all of their classes. And while it has allowed for more consistency among subjects, it has shown to be not as consistent among grade levels, and would require more direct collaboration time for teachers amongst grade levels rather than just the department subject areas.</p> <p>At the beginning of each year, teachers submit a copy of their class syllabus to administration to review course content, homework and grading policies as well as class expectations and rules. Admin give feedback and corrections if needed.</p> <p>Class textbooks adoption undergo a periodic circulation cycle to help enable all classes to have current and relevant curriculum and resources for students. Each time a new book is purchased/incorporated into a class, it goes through a review process with the administration, school site council, and the school board to make sure it is creating a more challenging, coherent, and relevant addition to the curriculum of the class. Most of our departments have adopted new curriculum in the past six years.</p> <p>To help improve the academic relevance of courses being offered we have undergone a large change in our core classes with our math department switching to an integrated course path to better align with the common core standards, and our science classes being reorganized in line with the next generation science standards and freshmen science becoming a lab science approved class.</p>	<p>AP trainings NGSS workshops Professional development</p> <p>Curriculum evaluation PLC's</p> <p>Class syllabus</p> <p>Textbook adoption cycle</p> <p>Curriculum evaluation</p>

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Beginning in 2016, Summerville changed the school schedule to allow time for <i>weekly</i> PLC meetings, organized by school subject. These groups meet for one hour and either follow an agenda given by the administration or create an department specific agenda. This allows teachers time to review assessment results and make changes to curriculum based on test results. We also added one hour of weekly prep time for teachers in 2016.	PLC meetings
In addition to PLCs, the district office hired Julie Adams, a educational consultant to provide professional development to our entire teaching staff, and give focused guidance to a few teachers. She worked to help teachers use explicit teaching methods to help students develop critical thinking and comprehension strategies across the curriculum. She reiterated the importance of bringing literacy to every subject. She worked with our staff on a two year contract.	Professional Development
After implementing a 1-to-1 iPad program at our school in 2015, we have made a commitment to technological professional development. Students regularly use iPads to take assessments and to complete assignments. Therefore, we have worked to use a wide variety of programs and tools available on the iPads.	Ongoing Professional Development
Examples of professional development include: <ul style="list-style-type: none">● AP trainings● ERWC trainings● CAASPP/SBAC trainings● Instructional coaching trainings● 2-4 department collaboration days each semester● Summer department collaboration days● Curriculum trainings (StudySync 2016, 2018)● Technology trainings (Wessel)● Common core standards trainings● NGSS workshops● PowerSchool training	

<ul style="list-style-type: none"> ● Get Focused, Stay Focused trainings ● New Teacher Orientation ● UC and CSU counselor workshops <p>Teachers and staff who request professional development opportunities are encouraged to do so by the administration.</p> <p>When students receive low scores on the SBAC test and/or perform poorly in a math or English class, we place them in support math and/or English classes to give additional guidance to these students. Language Arts Development (LAD 1 & 2) and Math Support (1 & 2) are taught by English and math teachers to help support students who are struggling in their core classes. These students also take traditional math and English classes; the support classes are meant to help them master the skills taught in these classes.</p> <p>In addition to the new remediation courses, Summerville also provides up to eight tutoring hours per week after school with certificated teachers and a teaching aide.</p> <p>This year, the English Department is using the approved StudySync/McGraw Hill assessment system to assess students. Each question on these assessments is aligned with a CC standard. These tests are similar in design to the SBAC tests given in the spring and help students become familiar with the state test design and answer options. We will see how well this program works to meet our needs.</p> <p>The Math Department began using the Get More Math (GMM) program in 2017. GMM is a computer program that assesses students' knowledge by auto-adjusting the difficulty level of the questions based on a student's correct and incorrect answers. It does not allow students to advance to a new topic if they have not mastered a current topic.</p>	<p>Language Arts Development and Math Support classes</p> <p>Tutoring sessions</p> <p>StudySync/McGraw Hill ELA assessment tool</p> <p>Get More Math assessment tool</p>
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Administrators review course offerings and graduation requirements yearly. Often, teachers offer new ideas for classes and the administration assesses the need for these classes based on SBAC assessment data and student interest/registration. Classes, especially electives, are added and removed each year based on these measures.	

<p>Administrators observe teachers on a regular basis. Their goal as a team is to informally observe each teacher on campus each week. They record the classrooms visited each week and submit this observation log each week to the superintendent. They formally observe temporary and probationary teachers every year and tenured teachers every two years.</p>	
<p>In the 2017-18 school year, teachers and administration reviewed the late work policies of teachers and worked to make these as similar as possible on a schoolwide level.</p>	
<p>Teachers and administrators are encouraged to observe and collaborate with teachers at Summerville High School and at neighboring schools. After these observations took place, teachers shared best practices in PLC meetings and worked to provide students with the challenging and relevant curriculum.</p>	
<p>Departments present a showcase to the Governing School Board most years. This allows the board and community the opportunity to review the practices and assessment results of individual departments.</p>	
<p>The English and Science departments work explicitly to align their curriculum and to make sure they are using common academic language, expectations, rubrics, and assessments, whereas the social studies and math departments make decisions about common curriculum standards implicitly and informally. Many departments work for 2-3 days each summer to review expectations at each grade level and align curriculum.</p>	<p>PLC meetings, summer work days</p>
<p>Over the past six years, several departments have chosen to adopt and purchase new texts. The English, math, science, and history departments have piloted and reviewed new texts and adopted new options.</p>	<p>Department review and pilot Site council, School board</p>
<p>In 2015, the Math Department decided on an integrated approach as the most appropriate path on how best to teach towards the Common Core standards. They replaced traditional courses pre-algebra, algebra, geometry, and algebra II classes with Math 1A, Math 1, Math 2, and Math 3.</p>	
<p>Students are placed into Pre-AP English I classes based on their scores on a placement assessment, a teacher recommendation, and their interest in a course. Students are placed in all other AP classes based on teacher recommendation and/or student interest.</p>	<p>Placement assessments</p>

All AP course syllabi are reviewed through the College Board and approved before the class can be taught. We are in the process of applying for Pre-AP English recognition as well.	AP Central
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
Because many teachers teach all of the sections for a given subject, common assessments are built in. When English instructors share common courses in one grade level, they work to teach similar curriculum and the same assessments.	Tests, quizzes, reports and projects
Most departments give midterm and final exams. The administration reviews the finals from each class and requires each course offer a final that aligns with the state standards.	PowerSchool Midterm and Final exams
The teachers get assessment results out to students so they are aware of their grades, via PowerSchool. There is open communication between students, parents and staff, with most staff responding (via email or phone call) within 48 hours to any questions or concerns given to them by parents or students.	
80% of teachers state via the survey given in 2018 that they align their assessments to state standards. The teachers are diligent in informing students of their performance and use the students performance to vary instructions and assessments. In fact, 69% of students find that the teachers adjust instruction based on the results from the assessments.	Teacher survey Student survey
Summerville teachers would like to receive more precise and useful data from the SBAC results to be able to adapt instruction in more meaningful ways.	

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Online assessments are evaluated in the same process as offline work.	

There are some courses from BYU online added this year that are available, but are for credit recovery or graduation assistance. The BYU course assessments are administered by the instructor.	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>We believe collectively, that the Summerville High teaching staff is a group of highly dedicated, hard-working, caring professionals who incorporate formative assessments as an integral part of instruction. Instructors are constantly monitoring student learning, accessing who is making progress towards learning objectives and who is not. Through a variety of formative assessments such as in-class discussions, homework, quick writes, or student presentations, teachers are able to make adjustments in their teaching tactics if needed based on these observational data. Teachers regularly check for student understanding by asking students to explain their thinking. Based on these formative assessments, teachers utilize reteaching strategies, when necessary, to guide students towards mastery of the subject material.</p>	Observational data
<p>Teacher designed tests and quizzes are used regularly to gather information on how well students are progressing towards standards. Instructors then compare those learning objectives assessed against some benchmark as it relates to a CASSP, or an Advanced Placement standard.</p>	<p>Tests and Quizzes</p> <p>Compare summative data point to CASSP</p>
<p>In general, the underlying teaching philosophy of instructors at SHS is to encourage and motivate students to become responsible for their own learning. We guide our learners to be self-reflective, able to evaluate their own material. Small group learning activities also offer the opportunity for peer collaboration and peer evaluation.</p>	<p>Peer evaluation</p> <p>Peer Collaboration</p>
<p>However, we consider these teacher designed formative evaluations subjective and in the case of the math department, doesn't necessarily correspond to the objective truths of CASSP tests results over the past four years. The data is clear on this point.</p>	CAASPP Test Results

<p>Although there are a variety of confounding variables of why math SBAC scores are low at SHS, for instance, the challenges of teaching math on an alternating block schedule, the issue of how teaching tactics must be adjusted in the classroom based on the analysis of the SBAC data must be raised. Further, for the past several years, each math teacher has taught the same course exclusively. That has had the effect of teaching in isolation, with little or no collaboration on common formative and summative assessments.</p> <p>What the math department needs is an objective assessment tool so that teachers are able to use data to make a plan for future actions. The English Department has recently purchased a curriculum, Studysync, which includes an assessment program. Although the assessment tool has yet to be utilized, the English department has a plan on how to use the data in order to make adjustments in teaching tactics to further student growth towards CC standards and SBAC standards.</p>	<p>Informal discussions during PLC meetings.</p> <p>StudySync</p>
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Teacher-student communication through classroom lecture, syllabi, teacher websites, Google Classrooms, emails, and various applications including Remind are used to inform students of grades, assignments and progress towards standards.</p> <p>Teacher syllabi include descriptions of the course, assignments, grading scales, policies and practices. Teacher websites are used to help students keep up with course materials, assignments and goals. Google Classrooms are used by many teachers to keep both students and parents informed of assignments past and present. Students who miss school can avoid falling behind in classes by using teacher websites and Google Classrooms.</p> <p>Student-teacher email communication is used frequently when students need understanding about a course, assignment, or grade. Emails are frequently used if a student is absent and wants to keep up. The Remind app is used by several teachers</p>	<p>Classroom Observations</p> <p>Teacher Parent Conferences</p> <p>Student Study Team Meetings</p> <p>PowerSchool Website</p> <p>Teacher websites and Google Classrooms</p> <p>Grade Level Coordinator Appointments</p> <p>Verbal Communication</p>

<p>to promote teacher to student and teacher to parent communication. Messages sent via Remind inform students and parents of upcoming assignments, tests and other dates. Based on teacher and student conversations Summerville High teachers do well communicating with students about their progress. Many electronic communication tools exist that help keep students aware of their assignments and progress. In addition to electronic communication methods, teachers verbally reach out to parents and students who are failing or in danger of failing their courses.</p> <p>Through many grade-level-coordinator appointments with students and parents it is apparent that the methods of communication described are effective in promoting understanding of progress towards standards and goals for classes, college, and careers. Students who are behind or performing below standard in classes are typically aware of their status and also aware of what they can do to improve.</p> <p>Students who are not performing well in courses are made aware. Progress reports are mailed home every 6 weeks and report cards are mailed twice per year. In addition to progress reports and report cards, grade level coordinators send notifications to parents and students regarding academic performance measures including graduation status and four-year college eligibility status.</p>	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Teachers work hard to provide a wide variety of summative and formative grade level assessment types for students. They use the results of these assessments to guide further instruction and re-teach when necessary. The administration also uses assessment results to place students in support classes that can help build skills in core subjects. Departments, especially English and Math, are constantly reviewing assessment procedures and working to find the best options available for measuring student success. In addition to classroom assessments, and school-wide assessments, we have had more students take AP classes and pass AP exams. In the past several years, the district has paid for the cost of taking the AP exams and plans to continue to offer this support to students.

All of our teachers use Powerschool and many of our teachers use Google Classroom to communicate assessment scores with students, parents, and administrators. These online tools allow students to be informed

of their progress at any given time.

Students' scores on the SBAC exams have not met our school expectations. We need to work collectively to help improve these scores. Teachers need more professional development on the SBAC assessments, students need more direct instruction and preparation for the online tests, and we need to improve communication to students and parents about the importance of the SBAC.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Many individual teachers use state and national test data, formative and summative assessments results, and students' feedback to drive instruction.
2. Teachers use a wide variety of assessments strategies.
3. After school tutoring, math support and language art development classes help students succeed. SAT classes are also available for students to take for free. These classes help students perform better on grade level assessments.
4. Get More Math program has been an invaluable tool to assess student procedural knowledge of math entities taught in real time. Students and instructors are given immediate feedback on how well students are progressing towards a particular topic.
5. SHS has 3 more AP courses than 6 years ago and more students are taking and passing the exams than before. Most AP test scores are repeatedly above global means. Because AP tests are paid for by the district, more students are taking these tests.
6. Google Classroom allows teachers to provide immediate feedback on assessments.
7. PowerSchool helps students and parents follow scores on assessments. This helps encourage communication between teachers, students, and parents.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. We need to better prepare students for the SBAC tests by administering online tests that mirror the SBAC tests. This tool must provide teachers specific results and feedback, so they can use the data to alter instruction.
2. We need to work to make the SBAC test and results more meaningful. We could begin a student incentive program to motivate students to do their best on the SBAC. Then we could follow up on these scores with students and parents in a more effective way. If we are allowed to replace the SBAC with the SAT, we should consider this option.
3. We need an effective computer assessment tool to better administer online interim assessments to students at all grade levels. Then we need to use results to alter instruction.

Category E: School Culture and Support for Student Personal and Academic Growth

Last Name	First Name	Department	Role
Johnson	Jeff	Music	Chair
Ditler	Kellene	Principal	Administrative Member
Hard	John	Classified	Member
Lund	Alea	Student	Member
Nihonyanagi	Mitchell	Math	Member
Patey	Shane	Social Studies	Member
Soto	Deena	Special Education Teacher & Activities Director	Member
St John	Jean	Parent	Member
Watson	Ben	P.E.	Member

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Parents are given multiple resources to access their student's educational progress. Resources include Powerschool, the school website, google classroom, newsletter mailings, emails and teacher syllabi.	Newsletters Marquee PowerSchool google classroom CAST
Parents are able to see grades and daily school announcements on Powerschool. Parents are able to set up email notifications in order to receive regular emails regarding grades and announcements from their students' teachers.	Social Media accounts for CAST, Connections, Summerville ASB School website
Individual teacher websites and Google Classroom enable	Back to School night

<p>teachers to update assignments and provide additional lesson support as well as post links to other resources.</p> <p>Parents are encouraged to participate in multiple support organizations including C.A.S.T, Site Council, Connections Advisory Board, athletics boosters, music boosters, Sober Graduation, play productions as well as a variety of other activities and organizations.</p>	<p>Freshman orientation</p> <p>Scholarship email chain</p> <p>College Night</p> <p>Social media training for parents</p> <p>Parent surveys</p> <p>School Reach email and phone calls for updates</p> <p>Remind App. for multiple groups</p>
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>The school has many programs that reach out to the community. Community members are encouraged to be judges for Senior Projects. Freshman participate in a mock interviews during their Keyboarding course during which the interview is conducted by local business people.</p> <p>Within the classroom setting, professionals within the community including professors, actors, musicians, authors, past teachers, county supervisors, and Tuolumne Parks and Recreation department employees are able to share their expertise regarding their subjects with students.</p> <p>Students at SHS are encouraged and supported by the community as whole. Each May, nearly 100 community members spend one to two afternoons evaluating the Senior Projects, providing constructive feedback and encouragement to students at SHS.</p> <p>Summerville has an outpouring of support for our students from local agencies; they provide scholarships to our students, awards for achievement, and the opportunity to be highlighted in the local newspaper for their success. Each year, we have a number of students who win scholarships from a number of community organizations including, but not limited to Rotary, Soroptimists, Lions Club, TWIST, Local churches and Front Porch Communications to further their education.</p> <p>Much of these monetary gifts are given on behalf of local agencies who want to see our students succeed when they leave SHS.</p>	<p>Senior projects</p> <p>Mock interviews</p> <p>Early College program</p> <p>Workability</p> <p>Women Helping Women</p> <p>Senior Seminar course</p> <p>Work Experience</p> <p>CTE Off Campus TA</p> <p>Summerville High Foundation</p> <p>Bear Grants</p> <p>CAST Fundraisers</p> <p>SoberGrad</p> <p>Guest speakers for classrooms</p> <p>ASB sponsored motivational speakers</p> <p>Theater productions</p> <p>Career Fair</p> <p>Hosting county supervisor debates</p> <p>Mock trial competition with the local District Attorney office</p> <p>Participation in the Occupational Olympics</p> <p>ASVAB</p> <p>Rotary speech competition</p>

	Job opportunity booths at lunch in the quad Military presentations on training, career opportunities, and fitness
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Overall, students feel safe on campus. Student survey results indicate that 73% of students strongly agree to feeling safe on campus with an additional 20% feeling neutral about safety. Per the parent survey, 47 of the 50 parent respondents feel that Summerville is a safe place for their children to go to school.</p> <p>The school staff, including maintenance staff, teachers, administrators and classified staff, work to maintain an environment that is clean and safe. Additionally, students are regularly involved in school clean-up after events.</p> <p>The school safety plan covers a wide array of topics including building fire, wildfire and earthquake drills/evacuation procedures. Implementation of ALICE training to prepare teachers, students and classified staff for a hostile intruder on campus.</p> <p>As we have implemented one-to-one iPad use for students, Summerville has been integrating and updating a variety of internet safety measures including school blocks and filters for online use. Additionally, we have implemented social media and anti-bullying training and presentations for students, staff, and parents.</p>	<p>Social Media presentation “#I Can Help” provided anti-bully training for parents, staff and students.</p> <p>Surveillance cameras</p> <p>Campus supervisor</p> <p>Additional gates to limit traffic on campus</p> <p>Safety plan updates with drills</p> <p>Suicide prevention coordinator</p> <p>Additional supervision during breaks, lunch, and events</p> <p>Safety door latches installed</p> <p>School Resource Officer</p> <p>Custodial staff training for pesticides and chemicals</p> <p>Suicide prevention counselor</p> <p>Online safety filters</p> <p>ASB Kindness week</p> <p>Every 15 minutes</p> <p>Discipline regulations matrix</p>

<p>More focus needs to be placed on pre-suspension disciplinary action. Currently there is not consistent attention to the discipline problems and not enough focus on heading off potential major discipline issues.</p> <p>The addition of the remodeled sports stadium has created a safer environment for students during PE and athletics, and has also reduced demands on maintenance.</p>	<p>revised annually.</p>

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Summerville High School offers a variety of courses including AP classes, Academic Decathlon, GATE courses and honors classes for college readiness. Additionally, there are a wide range of elective classes and several CTE pathways for students wanting to pursue careers in music, art, robotics, law enforcement, the automotive industry, business, manufacturing, and fire science. SHS also offers education to build strong character.</p> <p>According to the parent survey, 22 of the 50 surveyed agree that Summerville teachers are willing to make necessary accommodations for students with special needs. An additional 24 were neutral in their position.</p> <p>Teachers, staff, student leaders and administration encourage students to participate in activities and clubs that honor individual student differences including a newly revised GSA club that supports our LGBTQ student population. Summerville has a strong Walk the Talk club for our Christian student body. ASB is open to ANY student wishing to participate, and other clubs are available based on student interest (Ecology, Mock Trial, World Club, etc.).</p> <p>Our Character Counts and Character Strong programs provide positive reinforcements and incentives for students who demonstrate good character. Students receive a certificate and an invitation to the Character Counts luncheon at the end of each 6-week term.</p>	<p>Character Counts</p> <p>Character Strong lessons</p> <p>English language arts support classes</p> <p>Math Support classes</p> <p>District behavioral matrix and expectations</p> <p>On campus crisis counselor</p> <p>Survey Monkey surveys to staff, students and parents</p> <p>Safe and effective student clubs</p>

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Over 95% of a recent staff survey indicates that teachers feel supported by our current administration. In addition, 95% of teachers believe that concerns are addressed by administrative staff in a timely manner. An overwhelming 85% believed that there was a strong sense of teamwork among teaching staff.</p> <p>From parent surveys, areas of strength included school safety and cleanliness, teacher support of student learning and growth, and adequate counseling and support for student growth.</p> <p>Over the last three years, significant staff changes have occurred, included a complete change in administrative personnel. Hope is for developing continued trust between teachers and administration, and a new era of trust between teachers and the school board. Teacher concerns include compensation and teacher workload. Last school year negotiations stalled between teachers and the district which required a fact finding process.</p>	<p>Site council Board meetings Staff meeting presentation Parent, teacher, and student surveys</p>

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Students routinely encounter and have access to staff for mental health, career, academic and personal counseling. Student Study teams are assembled based on student schedule to personalize for each individual student. All stakeholders have the ability to refer students for academic and personal counseling. IEPs are developed to meet the students needs and summaries are distributed to all teachers so everyone knows what the accommodations and modifications are for those students. 504 plans are developed and distributed to teachers and are updated at least yearly. Course catalog and schedule flexibility offers academic opportunities for students to take advanced placement coursework and take classes at Columbia College.</p> <p>Additional hours were added for our Crisis Counselor in the 2016-17 academic school year. A designated office was created in the school library for student access and privacy. Students are allowed to schedule visits and are occasionally referred by staff.</p> <p>Athletic concussion testing is done on campus. Athletic physicals are performed routinely by Adventist Health Sonora at a low cost for families.</p>	<p>Teacher availability on early release prep days</p> <p>Student-Teacher communication via email, Remind, and Google Classroom</p> <p>Mental Health Counselor</p> <p>Student Study Team</p> <p>Administrative meetings with students for A-G, CTE Pathways, and Graduation requirements</p> <p>Academic Support Classes (English Language Development, Math Support, and Special Education)</p> <p>IEP/504</p> <p>SST's</p> <p>After School Tutoring two times a week with a credentialed teacher</p> <p>ASVAB testing on-campus</p> <p>Hearing and vision on-site assessments through the Tuolumne County Office of Education</p> <p>Implementation of Get Focused...Stay Focused! Program</p> <p>Summerville-specific Suicide Prevention Plan</p>

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>Students are assigned to a Grade Level Coordinator (GLC) who monitors their academic progress throughout their high school career. Students build a 4-year plan in their Keyboarding course during freshman year. There are evening parent and student meetings to advise college requirements as</p>	<p>Google Classroom</p> <p>College Night</p> <p>FAFSA information night</p> <p>Mental Health counselor on</p>

<p>well as assistance in how to fill out the FAFSA.</p> <p>This year, a new course was opened designated for online, independent learning as part of the mainstream course catalog. Together with the alternative, independent learning, the curriculum will include the Apex Learning program. Apex will offer fully accredited courses for part-time or full-time students and is expected to replace BYU's Online Program as a more useful online curriculum.</p>	<p>campus</p> <p>Apex Learning for the Online Learning Class and Independent Studies</p> <p>Brigham Young University's Online Program</p>
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Incoming students are given placement tests to assess skill levels. When students are at a lower level the students are placed into support classes to help build skills. Struggling students are given academic counseling and strategies to improve academics. Once each semester, students meet with their Grade Level Coordinators who are able to formulate a high school plan directing them towards college, career or the military.</p> <p>Grade Level Coordinators meet with students who are falling behind in credits or are at risk of failing classes. Teachers, as well as Grade Level Coordinators and parents, are able to refer students for SST review, suggest 504 plans, as well as refer students to after-school tutoring. Students have access to alternate education in several settings. The district offers Independent Study, Credit Recovery and three Necessary Small Schools in our remote communities that are available to all students.</p>	<p>Math Support</p> <p>ELA Support</p> <p>Student Study Teams</p> <p>MTSS implementation</p> <p>Google Classroom</p>

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Online support programs are implemented by staff to integrate students in instruction. Most teachers use Google Classroom to guide and inform students of classroom assignments and directions. All teachers integrate their grades in PowerSchool with the expectation that they are updated at least every three weeks. Many update more frequently. In both cases, assignment updates are pushed on the IPAD to inform students almost instantaneously. Parents also have access to assignment information.</p>	<p>PowerSchool</p> <p>Integration of Google Classroom in most classes as referenced in course syllabi and daily instruction practices</p>

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Students who are struggling meet regularly with GLC's to monitor grades and work progress. Math and English intervention classes have been established for struggling learners. SST's are held when there are concerns about a student's progress.	Math Support course ELA Support course SST 504/IEP

E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
Our school has incorporated individual computer and online access. Each student has an iPad issued to him/her. Students have wifi access throughout most of the campus. Infrastructure issues since integration have occasionally interrupted online availability. Previous online content access issues led the school to implement filters that restricted access to inappropriate material. Desktop computers exist in the computer lab and library for students to use as well.	IPAD Student Checkout County Office of Education's overseeing of online filters

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
The master schedule is created based on student requests. A wide variety of coursework is available for students to choose from, including vocational and Advanced Placement courses. Due to the District's strong emphasis on the arts, students can choose from several music, performing, and visual arts courses to complete their students schedule. Our ethnicity distribution divides among 1.75% African American, 0% Asian, 8.77% Hispanic, 6.26% Native American, 80.7% White/Caucasian, 3.51% other, (from 2018 exit survey). Due to the small size of the school and small percentages of non-White/Caucasian students, disproportionality can change greatly by year and by class.	Course catalog Demographic data 2018 Exist Survey

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine*

the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
<p>Students have a wide variety of extra-curricular and co-curricular activities to choose from. Nearly 50% of the student body is involved with athletics. 40-45% of the student body is involved in the instrumental and /or choral music programs. Our ASB club has 70 students involved. Students involved in ASB have the option to attend a variety of leadership seminars and classes including California Association of Student Leaders (CASL) and California Association of Directors of Activities (CADA). Leadership students are required to complete 30 hours of community service both on and off campus each year.</p> <p>Students who participate in the band program are also encouraged to apply for leadership opportunities and attend band leadership conferences and trainings. Students involved in FFA and Ag classes are required to take agriculture courses and present live animals at the local fair. Additionally, FFA students were able to attend an Ag leadership conference in Indianapolis each year.</p> <p>The leadership skills acquired by these students are applied in a number of activities inside the school setting. Students become role models for other students at Summerville, and leadership skills continue into their adult life and into their future work environment.</p> <p>Additionally, students are able to participate in educational field trips for a variety of classes. Students can also participate in the Summerville robotics program which allows them to participate in statewide competitions.</p>	<p>ASB enrollment and syllabus Jazz Band enrollment FFA/Ag courses Club Weeks Freshman Orientation Daily Bulletin and Grades available through Powerschool</p>

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Students are able to see a daily bulletin through Powerschool. Students participating in Independent Studies and credit recovery programs have access to socialization opportunities on campus. They are included in the general data pertaining to sports, clubs, and the arts.</p>	<p>Club week Freshman orientation Remind app used for notices CA8to18</p>

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

With regards to school culture, most of the staff feel that Summerville is a great place to work. The teachers here genuinely care about the students they teach and are invested in developing relationships with students and getting to know them. It is through these relationships with students that we are able to identify when students are struggling academically and/or personally and are able to intervene and offer relevant assistance and guidance. This creates an environment of safety and empathy. Students know that there is *someone* on campus that they can go to if they are struggling whether it is a teacher, GLC, on-campus counselor, school safety officer, or our school resource officer. Students attend a school that is clean and has very clear expectations for behavior and academic performance. Students are encouraged to participate in a variety of classes and clubs that encourage them to grow academically, personally and as leaders among their peers. Good behavior and good character is rewarded through our Character Counts and Character Strong programs. Students that are involved in the arts programs (band, choir, theater, art, and film) are met with high expectations and are challenged to push themselves well beyond their comfort zone. Students who are struggling academically have a variety of options for assistance including SDC, Resource, LAD, and Math Support classes as well as after school tutoring and individual teacher assistance.

There has been some disconnect between teachers and administration in the past. As we have experienced a dramatic change in leadership this year with a new superintendent, principal, grade level coordinators, athletic director and director of MOT, the majority of the teachers at Summerville feel very optimistic and hopeful that those issues will be resolved in the coming years.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Support for struggling students.
2. Culture of acceptance and inclusion.
3. Communication for students and parents.
4. A wide variety of clubs, sports, academics and activities allowing for all students to find something of interest.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. Need for a schedule that supports students learning with increased instruction time.
2. More focus on pre-suspension disciplinary action. Currently there is not consistent attention to the discipline problems and not enough focus on heading off potential major discipline issues.
3. Need for more training and explanation to stakeholders on educational processes and priorities.
4. Disconnect between the school board and employees.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- The need to improve standardized test scores across the board.
- The need for additional CTE course offerings or pathways.
- The need to offer new non A-G classes.
- A change in our academic schedule to allow increased instruction time and reduce number of class types teachers need to prepare for each year.
- The need to use PLC time more wisely in some departments.
- The need for reliable online assessment tools.
- The need for the suspension rate to decrease and alternative discipline to be put in place.



Chapter IV:

Summary from Analysis of Identified Critical Student Learning Needs



Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

After several meetings, focused on Chapter III, the SHS committee looked at each focus groups strengths and areas of growth. Each area is listed below.

Focus Group A- Vision and Purpose
<p><u>Areas Of Strength</u></p> <ol style="list-style-type: none"> 1. 100% of full time teachers are highly qualified and have a teaching credential. 2. All teachers in the Summerville Union High School District are teaching in their authorized area. 3. Department staff is given time to collaborate through Professional Learning Communities. 4. Teachers have the opportunity to attend professional development trainings. 5. Governing policies are reviewed and updated in a timely manner. 6. Students take 8 periods which gives them an opportunity to take a variety of classes each year. 7. Science teachers have embraced and transitioned to the newly adopted California NGSS science standards and have aligned all science classes to meet A-G requirements. 8. Summerville Union High School District has an active school site council that includes classified and certificated staff, administration, parents, students and community members. 9. Summerville High School adopted and runs a quality Character Counts program. 10. Email communication provides board meeting dates and meeting agendas to staff. 11. Tutoring is offered 4 days a week after school for all students. 12. Custodial staff maintains a clean and safe environment for students. 13. Campus Supervisor and School Resource Officer help maintain a safe campus and support staff. <p><u>Areas of Growth</u></p> <ol style="list-style-type: none"> 1. Governing policies are not communicated well to stakeholders and lack stakeholder input. 2. Communication about LCAP and areas of needed school improvement should be communicated more effectively. Ideas should be shared with all stakeholders on a yearly basis. 3. For the past six years since the last WASC review their has been a focus on “rigorous academic” achievement; this has caused some of our lower level students to fall behind. 4. Over the past two years, the CAASPP scores have decreased in English and Math. 5. More research is needed to determine whether the eight period schedule is the most effective for student learning for all fours years. 6. Teaching 7 out of the 8 periods often overloads teachers; this impacts newly credentialed teachers most. 7. There is a need for expanding and or adding Career Tech Education programs available on campus. 8. District-wide common benchmark assessments for departments are needed. 9. PLC time could be better utilized as they have become ineffective for some departments. 10. We need to evaluate how to help students from low socioeconomic backgrounds to have higher graduation rates and to graduate with skills that will allow them to have success in life. 11. Our current website does not accurately depict our current school programs and offerings.

Focus Group B- Curriculum

Areas of Strength

1. Summerville offers a variety of challenging, rigorous and relevant courses. We have expanded our course offerings in the past few years to include Online Learning, more AP sections, and Early College opportunities. We have expanded our CTE pathways, and have continued to enhance our current courses. Science courses have fully implemented NGSS science curriculum.
2. Through the increased use of technology, we have improved collaboration between parents, teachers, and staff to keep students on track for graduation as well as prepare students for future goals.
3. The completion rate of A-G courses increases each year.

Areas of Growth

1. Summerville does not currently offer enough CTE courses for student demand and needs.
2. There is a need to increase our data for students that have graduated in order to make data driven decisions about our school's effectiveness.
3. Our CAASPP scores have not made significant gains.

Focus Group C- Instruction

Areas of Strength

1. There has been an increase in technology usage in most departments, which offers students more effective learning opportunities.
2. Teachers use cooperative learning strategies to improve student learning outcomes across all courses.
3. The implementation of CCSS and NGSS represents an instructional shift from knowledge-based pedagogy to an emphasis on application of learning and utilization of higher order thinking skills.
4. Professional Learning Communities are effectively used by staff to collaborate regarding best practices to improve student learning.

Areas of Growth

1. There needs to be more emphasis on CTE with additional course offerings and career pathways.
2. We need to continue to improve the implementation of technology in all classrooms.
3. District stakeholders must create a comprehensive plan to address the relatively low CAASPP scores in English Language Arts (59.79% of students met or exceeded standards in 2017-18) and Math (28.12% of students met or exceeded standards in 2017-18).
4. We need to continue to improve WiFi connectivity and dependability in all locations throughout the campus.

Focus Group D- Assessment and Accountability

Areas of Strength

1. Many individual teachers use test data, formative and summative assessments results, and students feedback to drive instruction.
2. Teachers use a wide variety of assessments strategies. sync
3. After school tutoring, Math Support classes, and Language Arts Development classes help support students who struggle in core classes. These classes help students perform better on grade level assessments.
4. SAT math workshops are available after school for students to take at no cost.
5. The Get More Math program has been a valuable tool to assess students' procedural knowledge of math entities taught in real time. Students and instructors are given immediate feedback on how well students are progressing towards a particular skill.
6. SHS offers three more AP courses than there were six years ago and more students are taking and passing the exams than before. Most AP test scores are repeatedly above global averages. Because AP tests are paid for by the district, more students are taking these tests.
7. Google Classroom allows teachers to provide immediate feedback on assessments.
8. PowerSchool helps students and parents follow scores on assessments. This helps encourage communication between teachers, students, and parents.

Areas of Growth

1. We need to better prepare students for the SBAC tests by administering online tests that mirror the SBAC tests. This tool must provide teachers specific results and feedback, so they can use the data to alter instruction.
2. We need an effective computer assessment tool to better administer online interim assessments to students at all grade levels. Then we need to use results to alter instruction.
3. We need to help make the SBAC test and results more meaningful. We could begin a student incentive program to motivate students to do their best on the SBAC. Then we could follow up on these scores with students and parents in a more effective way.

Focus Group E- School Culture and Support

Areas of Strength

1. We support struggling students well through a variety of services including Language Arts Development classes, Math Support classes, after school tutoring, a student study team process, and counseling services.
2. There is a positive culture of acceptance and inclusion fostered by the Character Counts program and by the inclusion of Connections VPAA on campus.
3. The communication between the school, students and parents is effective.
4. All students have the opportunity to find something of interest on campus among the large variety of clubs, sports, academics, and activities.

Areas of Growth

1. There is a need for a schedule that supports students learning with increased instruction time.
2. There needs to be a greater focus on pre-suspension disciplinary action. The California Dashboard shows Summerville High School in the "Orange" for suspension rate.
3. There is a need for more education and explanation concerning educational processes and priorities to stakeholders.
4. There is a disconnect between the school board and employees.

Strengths and Areas of Growth Summary:

Our strengths highlight the commitment to our students. We have diverse courses as well as high levels of rigor, which shows our dedication to student achievement every day. Our staff ensures that all students can be successful and can quickly identify when a need exists to support students. As a result, we have many student support systems in place. Some academic examples include: a computer lab for academic and testing support, Language Arts Development classes for students who require extra language arts support, Math Support classes for extra math development, leveled courses in core curriculum for level specific learning, and online credit recovery courses to guide students who need to make up credits. In addition, we have Grade Level Coordinators who make sure every student has individual academic guidance. Finally, our district includes three Necessary Small Schools, an independent study program and a continuation program that provide alternative settings for students who struggle in the traditional high school setting.

In addition to academic support systems, Summerville also offers character and emotional support development for every student. Our Character Counts program recognizes good character based on six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our Character Strong program teaches monthly lessons on having good character and being aware of the needs of others. We also have crisis counselors on campus four out of five days for student emotional support.

The community strongly supports our efforts, which is evident through our many booster clubs and community involvement on the school site council. Parental involvement on committees can be difficult to attain, as parents generally focus on the individual endeavors of their children. Summerville maintains various committees specializing in specific areas. For example, CAST is a boosters organization that supports our performing arts program, the Athletics Boosters club supports all athletics, the Quarterback Club supports the football program, and the Summerville High School Foundation provides grants for Summerville High and Connections VPAA programs. Parental involvement in these aforementioned groups is much easier than getting parents involved in school governance or on WASC committees.

Parents and students are provided with a safe and loving environment as all staff and administration have an open door policy. To enhance this environment, Tuolumne County Sheriff's department provides a resource officer who interacts with students throughout campus three days a week. In addition, the Summerville district provides a daily campus supervisor who monitors campus to make sure students are safe and comfortable in their environment.

The following needs were identified by each of the WASC focus groups. The identified needs were then categorized into the following:

Communication to Stakeholders

1. A clear communication on governing policies needs to be available to all stakeholders.
2. SHS needs a recruitment practice to obtain a diverse group of parents in all areas of our campus, especially in all levels of governance (LCAP meetings, board meetings, site council meetings, etc.)
3. There is a need for more education and explanation concerning educational processes and priorities to stakeholders.
4. There is a need for a better and more trusting connection between the school board and employees.

Curriculum and Instruction

1. There is a need for an effective computer assessment tool to better administer online interim assessments to students at all grade levels.
2. There is a need to improve the implementation of technology in all classrooms so the large amount of

money spent on iPads is put to better use.

3. Summerville needs to offer enough CTE courses for student demand and needs.
4. A focus on “rigorous academic” achievement has caused some of our lower level students to fall behind. More classes for the middle population of learners needs to be implemented such as offering new non-A-G classes (especially in English and math).
5. Teachers need increased instructional minutes as well as increased preparation time in order to meet the needs of the students whom each teacher services in the current eight period schedule.

Teacher Planning

1. There is a need for more valuable teacher PLC time and this time should be better utilized as they have become ineffective for some departments.
2. Some departments need to collaborate more and use PLC time wisely.

Test Scores

1. Teaching staff needs to create a comprehensive plan and increase communication to address the relatively low CAASPP scores in English Language Arts and Math.
2. There is a need to make the SBAC test and its results more meaningful to all stakeholders.
3. There is a need to improve AP test scores in some subjects.

Discipline

1. There is a need to reassess Summerville High Schools discipline policy concerning suspension rate. We are currently in the “orange” according to the California Dashboard.

After reviewing the WASC report, the school has determined the following as critical needs:

1. The need to improve standardized test scores across the board. (SPSA 1 B)
2. The need to improve CTE course offerings or pathways. (SPSA 3 B, C)
3. The need to offer new non A-G classes. (SPSA 1, C)
4. Evaluate our academic schedule to consider options to best address learner needs. (SPSA 1 B,C)
5. The need for a decreased suspension rate and alternative discipline to be put in place. (SPSA 2 C)

The goals to accomplishing these critical needs are as follows:

- Goal #1:** Increase percentage of students who have met or exceeded CAASPP benchmarks in Math and English.
- Goal #2:** Improve the availability of CTE course offerings and pathways.
- Goal #3:** Explore options to provide Career Readiness core classes to students as an alternative to A-G courses in grades 11 and 12.
- Goal #4:** Research high-school schedules and re-evaluate the eight period block schedule to assess whether it is the best schedule to meet student needs.
- Goal #5:** Examine and update discipline practices in order to improve student behavior and decrease suspensions.



Chapter V: Schoolwide Action Plan



Chapter V: Schoolwide Action Plan

The School Leadership Team, with the input from staff, students, and the Summerville community, drafted the following ACTION PLAN. Progress monitoring and refinements to the plan have occurred on an annual basis, and the plan is aligned with the Summerville High School LCAP. The goals were established based on our self-study, and they reflect the commitment and priorities of the Summerville Staff. Our current Single Plan for Student Achievement was revised on November 13, 2018. This plan aligns with our LCAPs and several areas of growth identified by our WASC focus groups.

A. Single Plan for Student Achievement

https://docs.google.com/document/d/1c00pc-tgk6Gv1sUYLSgDh-BMqqmd7xWExPwdYs4_NR0/edit?ts=5c250f6a

B. State any additional *specific strategies* to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

All specific strategies noted above in SPSA.

C. Describe the school's follow-up process, ensuring an ongoing *improvement process*.

SHS plans to meet regularly in a variety of capacities to ensure ongoing progress towards addressing areas of need. Through regularly scheduled administrative team meetings, faculty meetings, and PLC meetings, Summerville High School will continue to address the identified areas of need. The administrative team, with staff and community input, will plan staff development, trainings, collaboration through PLCs, and staff meetings that focus on the identified areas of need and developed goals. Further, the principal will address progress being made toward these goals during regularly scheduled board meetings

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

SPSA Goal: Improve student performance on Smarter Balanced Exams (CAASPP) in English Language Arts and Math.

WASC Goal #1: Increase percentage of students who have met or exceeded CAASPP benchmarks in Math and English.

Specific Strategies To Be Used	Timeline	Person Responsible
Teacher Training Have admin and teachers attend professional development that would benefit them	ongoing	Admin and teachers
Review curriculum and course pacing guides to incorporate SBAC practice,	ongoing (plc time)	Teachers

review practice test scores		
RTI2/MTSS	Ongoing	Teachers
Require interim assessments and summative assessments to be administered in each course (9-11)	Fall and Spring	Teachers
Have our staff meet with teachers from other sites who have done well on SBAC tests	As available	Teachers
Identify students who have accommodation needs and train them in how to use on SBAC testing	Fall, Winter	SPED dept.
Provide incentives for students (grade bump? Lunch pizza day?)	Ongoing	Admin, teachers
Educate students on importance of good scores (college placement, saved \$)	Ongoing (spring)	Teachers, Admin

SPSA Goal: Provide a rigorous academic program for every student in the Summerville Union High School District with the opportunity to learn at high levels.

SPSA Goal: Expand Career Technical Education Pathways and increase the number of students completing capstone courses.

WASC Goal #2: Improve the availability of CTE course offerings and pathways.

Specific Strategies To Be Used	Timeline	Person Responsible
Develop and administer surveys to address student interest and community needs	Winter 2019 No later than by the end of semester one. (End of January)	Created by Admin. Administered by attendance.
CTE trainings/Staff development	Newly educated while in the classroom Past and present education	Adjunct or current SHS teacher.
Release time for course/pathway development.	Annually as needed	Administration/ Teachers
Advertisement in community and at the elementary schools	Winter-Spring 2019	The head of CTE Program
Community support-experts, guest teachers, etc.	Annually as needed	The teacher within each course.
Survey staff r.e. Faculty CTE options (3 years' exp. in field)	Winter 2019 No later than by the end of semester one. (End of	Created by Admin. Administered by

Develop and administer surveys to teachers to identify careers backgrounds	January)	attendance.
Research pathways	Annually as needed to assure the best practices are in place	Administration and CTE department heads.
Columbia course offerings on and off campus(early college)	Ongoing	Administration/Adjunct Teachers/Current Teachers

SPSA Goal: Students will graduate from Summerville High School adequately prepared for college, career, and skills necessary to function successfully in their futures.

SPSA Goal: Provide a rigorous academic program for every student in the Summerville Union High School District with the opportunity to learn at high levels.

WASC Goal #3: Explore options to provide Career Readiness core classes to students as an alternative to A-G.

Specific Strategies To Be Used	Timeline	Person Responsible
Survey students, parents, community stakeholders, and teachers to get feedback on alternative core class needs	Winter 2019 (No later than the end of semester one)	Administration
Research current trends/needs for career readiness skills	Ongoing	Teachers and Administration
Research similar courses being offered at other California High Schools focusing on curriculum and students' post-secondary success	Ongoing	Math Department, Administration
Meet with Math and English Staff to review survey findings, test scores, student need and outline course curriculum in alignment with Common Core Standards	Immediately following each survey administered	Math and English Departments and administration
Research and pilot curriculum for Career Readiness English 11/12	PLC, release time, Spring 2019, Fall 2019	English Dept.
Develop curriculum for a Consumer Math course and a Career Readiness Math course	PLC, release time, Spring 2019, Fall 2019	Math Dept.
Training for math and English teachers	Spring of 2019 and Fall of 2019	Teachers
New courses & outlines and necessary	November 2019 Site Council meeting	Math and English PLC

materials presented to Site Council for approval (math and English courses)	for course approval - December 2019 Site Council for action/approval if a second read is requested	leads to present
New math and English courses & outlines presented to Board of Trustees	December 2019 1st meeting as information item/presentation, December 2019 2nd meeting for action/approval	Math and English PLC leads to present
New course materials/textbooks presented to Board of Trustees	January 2020 1st meeting as an information item, January 2020 as an action item	Math and English PLC leads to present
Course approval	All courses and necessary textbooks and materials approved by end of January of 2020	Site Council, Board of Trustees
Courses presented to incoming 11th and 12th grader, individual meetings with students, and course requests submitted by all students	February of 2020	Administration- Grade Level Coordinators
Determine number of sections needed for new courses and build into master schedule	March-April 2020	Administration- Principal, Deputy Principal, GLCs
Implement new courses	Fall Semester 2020-2021 school year	Administration, English and math departments
Track course implementation-student success, teacher feedback	Annually	English department, math department, Administration

SPSA Goal: Improve student performance on Smarter Balanced Exams (CAASPP) in English Language Arts and Math.

WASC Goal #4: Research high-school schedules and re-evaluate the eight period block schedule to assess whether it is the best schedule to meet the needs of our student population.

Specific Strategies To Be Used	Timeline	Person(s) Responsible
Committee created to explore schedule options (include all stakeholder groups)	Spring 2019	Administration
Surveys sent to stakeholders- students, parents, community members, staff	Spring 2019	Administration, staff, community, students
Examine schedules at variety of successful high schools with similar demographics	Spring 2019	Schedule Committee

Community forum for input	Spring 2019	Administration and Schedule Committee
Committee decision for best schedule option	June 2019	Schedule Committee
Draft schedule change and draft recommended changes to graduation requirements and credit requirements to accommodate any changes in number of courses offered each semester	August 2019	Administration
Community forum for input on drafted changes	Late August 2019	Administration
Develop proposal and prepare for presentations	September 2019	Administration
Present to Site council	Information item by October, 2019 Action item by November, 2019	Administration
Present to Board of Trustees	Information item by November, 2019 Action item by December, 2019	Administration
Adjusted schedule and graduation requirements shared with students and parents, students complete course requests and submit to GLCs	February of 2020	Administration- Grade Level Coordinators
Determine number of sections needed for new courses and build into master schedule	March-April 2020	Administration- Principal, Deputy Principal, GLCs
Track new schedule implementation- student success, teacher feedback	Annually	Math department, English department, Science department Administration

SPSA Goal: Increase use of the Character Counts and student recognition programs.

SPSA Goal: To reduce the suspension rate and improve the chronic absentee rate.

Goal #5: Examine and update discipline practices in order to improve student behavior and decrease suspensions.

Specific Strategies To Be Used	Timeline	Person Responsible
Improve student behavior	Reinforce positive behaviors (ongoing improvement)	Teachers, administrators, and all staff

Alter discipline regulations	Analyze cause and effect of discipline regulations and student outcomes (annually)	Administration, site council, teachers.
Implement Character Counts and Character Strong programs	Promote positive behavior through PBIS programs (monthly)	Teachers, administrators, office staff
Provide motivational speakers to promote good character	Annually	ASB Coordinator
Examine best discipline practices	Ongoing	Administration

Appendices:

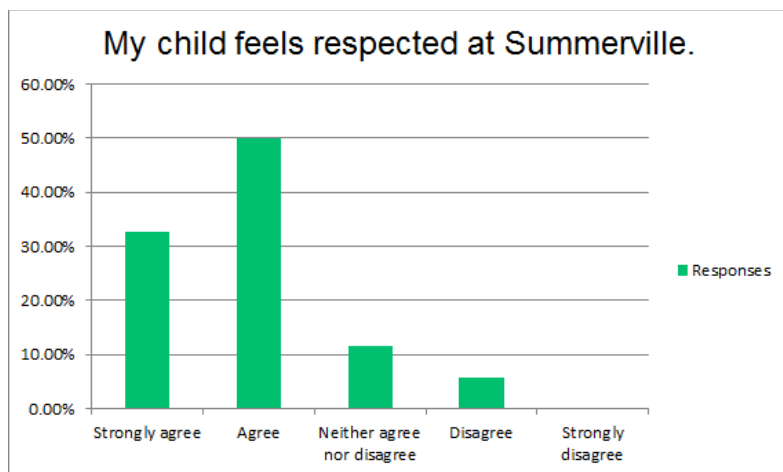
- A. Results of student, parent, staff and community questionnaire/interviews (pgs 141-206)
- B. California School Dashboard Performance Indicators (pgs 206-246)
- C. Master Schedule (pg 247)
- D. Local Control and Accountability Plan (LCAP) (pgs 248-304)
- E. State Priorities (pgs 304-307)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/> AP - Five Year School Summary (pgs 307-317)
- G. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/> - Graduation requirements included (pgs 318-343)
- H. School accountability report card (SARC) - sarconline.org (pg 343)
- I. The most recent California Healthy Kids Survey (pgs 343-356)
- J. CBEDS school information form (pg 357)
- K. Early College (358-364)
- L. Summerville High School - Senior Exit Survey (pg 365-402)
- M. Graduate Follow Up Schedule (pg 403)
- N. Parent Handbook 2018-2019 (pg 404)
- O. Student handbook 2018-2019 (pg 404)
- P. Site Council Notes (pgs 404-411)
- Q. Connections Advisory Board Notes (pgs 411-419)
- R. Character Counts (pgs 419-423)
- S. CAASP 2018 (pgs 424-428)
- T. Professional Development Calendar 2018-2019 (pgs 428-440)
- U. Teacher Development Trainings (pgs 441-443)
- V. Online Learning (pgs 444-450)
- W. Assessment Data of Incoming Students 2018-2019 (pgs 451-454)
- X. Placement Exams for Incoming 9th Graders (pgs 455-481)

A. Results of student, parent, staff and community questionnaire/interviews

WASC Parent Survey

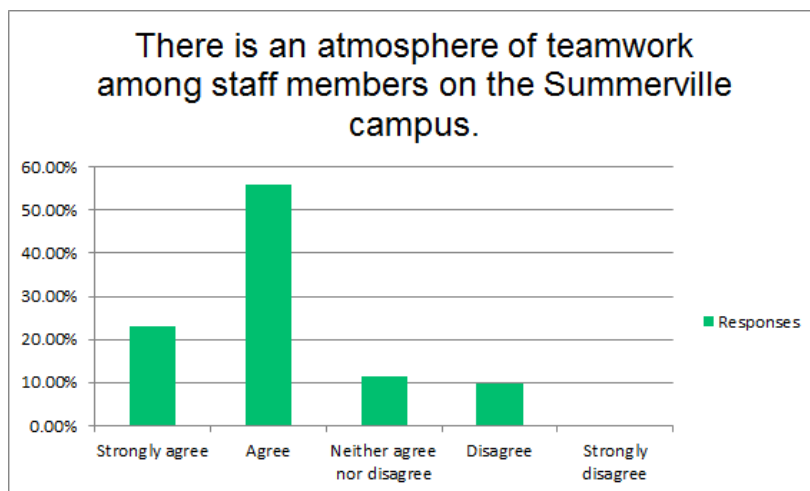
My child feels respect at Summerville

Answer Choices	Responses	
Strongly agree	32.69%	17
Agree	50.00%	26
Neither agree nor disagree	11.54%	6
Disagree	5.77%	3
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



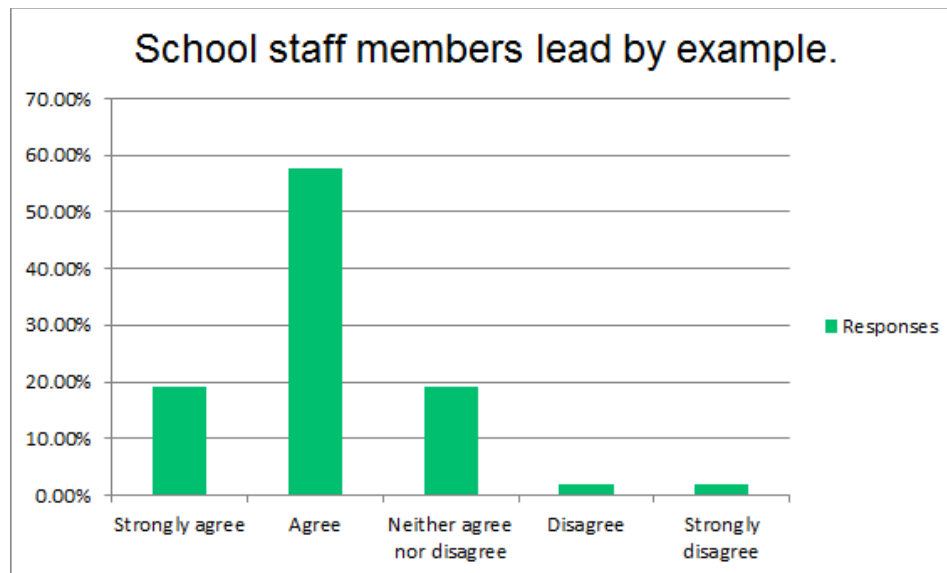
1) There is an atmosphere of teamwork among staff members on the Summerville campus

Answer Choices	Responses	
Strongly agree	23.08%	12
Agree	55.77%	29
Neither agree nor disagree	11.54%	6
Disagree	9.62%	5
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



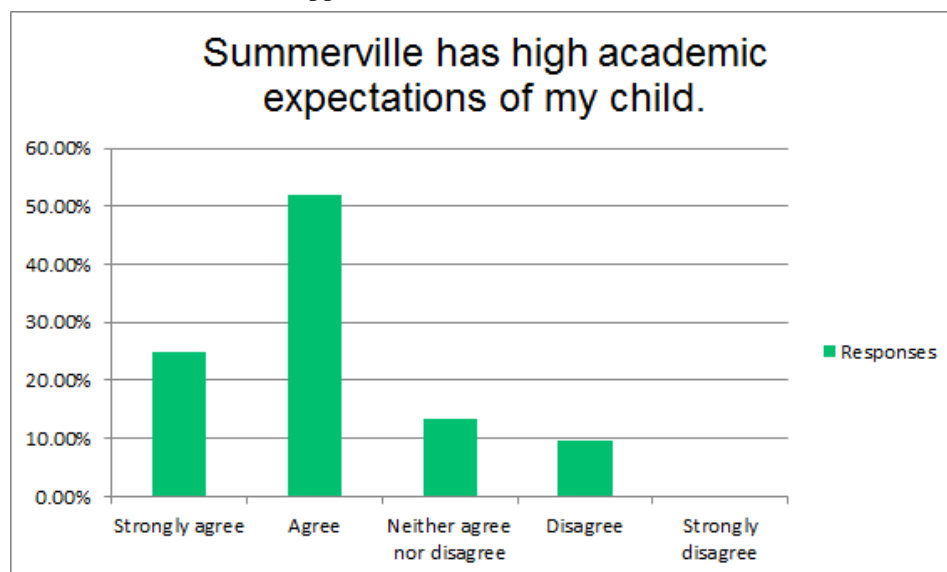
2) School staff members lead by example

Answer Choices	Responses	
Strongly agree	19.23%	10
Agree	57.69%	30
Neither agree nor disagree	19.23%	10
Disagree	1.92%	1
Strongly disagree	1.92%	1
Answered	52	
Skipped	0	



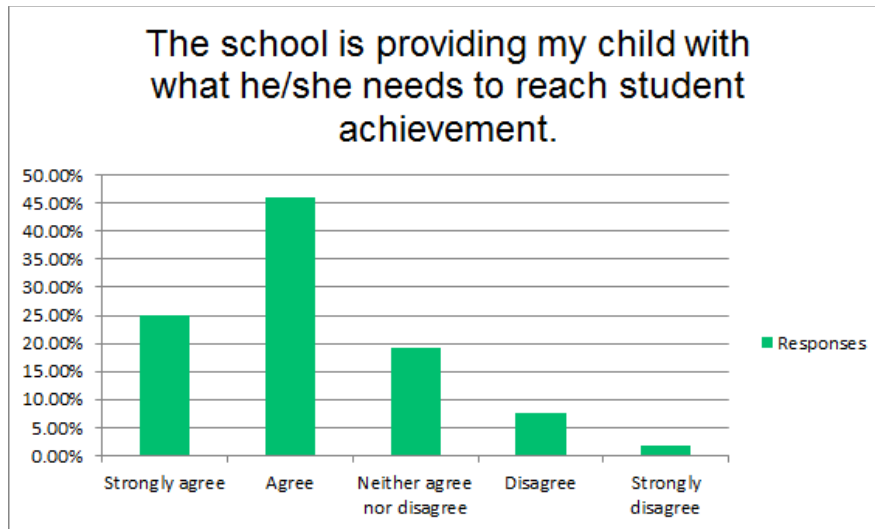
3) Summerville has high academic expectations of my child

Answer Choices	Responses	
Strongly agree	25.00%	13
Agree	51.92%	27
Neither agree nor disagree	13.46%	7
Disagree	9.62%	5
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



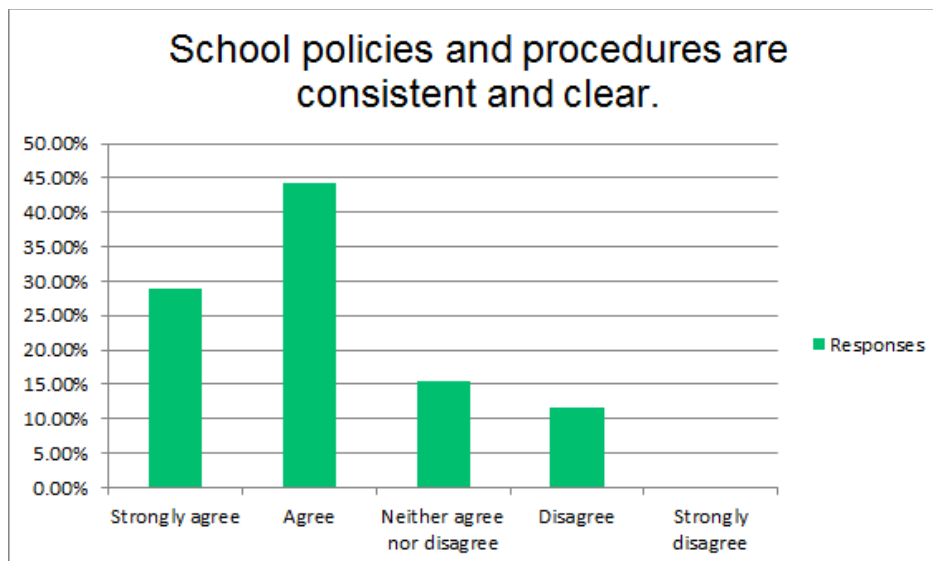
4) The school is providing my child with what he/she needs to reach student achievement

Answer Choices	Responses	
Strongly agree	25.00%	13
Agree	46.15%	24
Neither agree nor disagree	19.23%	10
Disagree	7.69%	4
Strongly disagree	1.92%	1
Answered	52	
Skipped	0	



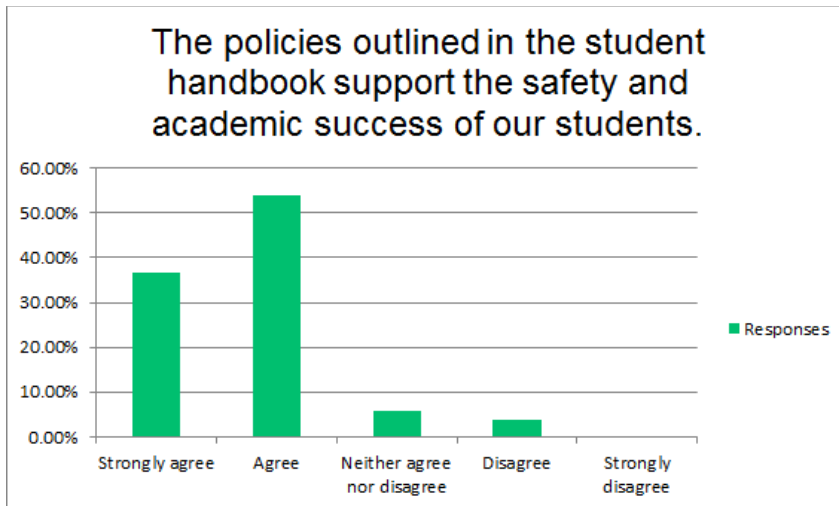
5) School policies and procedures are consistent and clear

Answer Choices	Responses	
Strongly agree	28.85%	15
Agree	44.23%	23
Neither agree nor disagree	15.38%	8
Disagree	11.54%	6
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



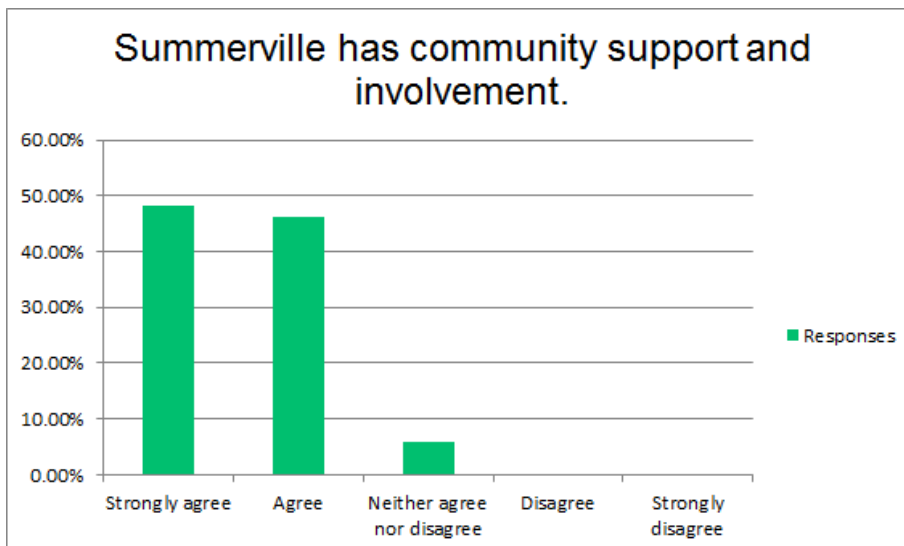
6) **The policies outlines in the student handbook support the safety and academic success of our students.**

Answer Choices	Responses	
Strongly agree	36.54%	19
Agree	53.85%	28
Neither agree nor disagree	5.77%	3
Disagree	3.85%	2
Strongly disagree	0.00%	0
Answered		52
Skipped		0



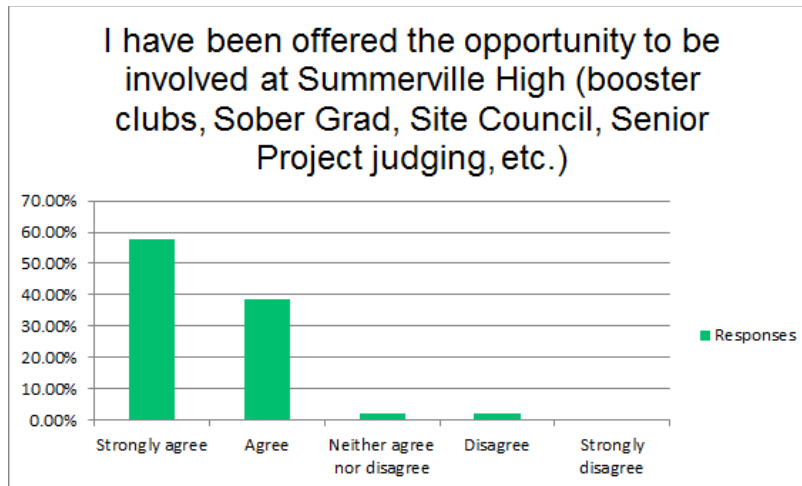
7) **Summerville has community support and involvement.**

Answer Choices	Responses	
Strongly agree	48.08%	25
Agree	46.15%	24
Neither agree nor disagree	5.77%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered		52
Skipped		0



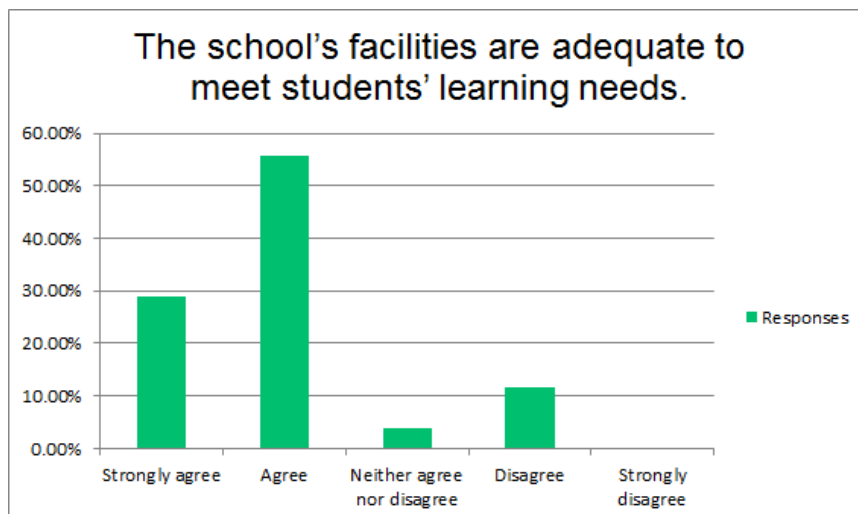
8) **I have been offered the opportunity to be involved at Summerville High (booster clubs, sober Grad, Site Council, Senior Projects judging, etc.)**

Answer Choices	Responses	
Strongly agree	57.69%	30
Agree	38.46%	20
Neither agree nor disagree	1.92%	1
Disagree	0.00%	1
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



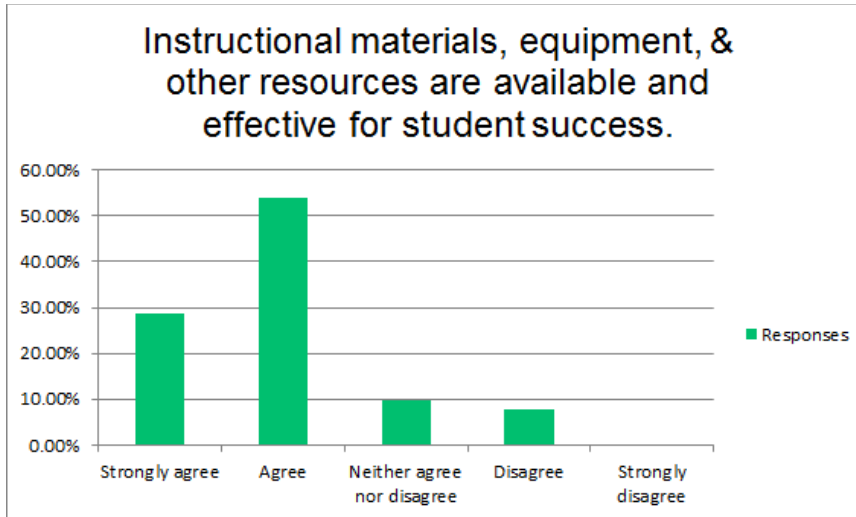
9) **The school's facilities are adequate to meet students' learning needs.**

Answer Choices	Responses	
Strongly agree	28.85%	15
Agree	55.77%	29
Neither agree nor disagree	3.85%	2
Disagree	11.54%	6
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



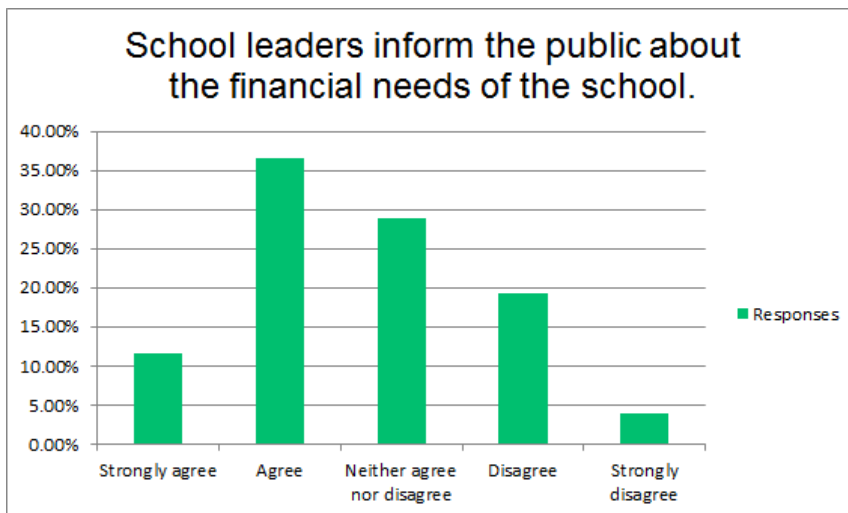
10) Instructional materials, equipment, & other resources are available and effective for student success.

Answer Choices	Responses	
Strongly agree	28.85%	15
Agree	53.85%	28
Neither agree nor disagree	9.62%	5
Disagree	7.69%	4
Strongly disagree	0.00%	0
Answered	52	
Skipped	0	



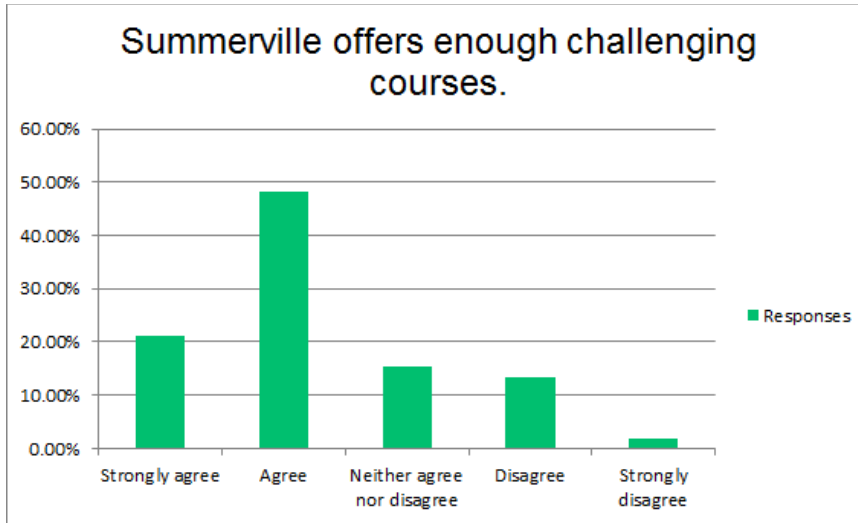
11) School leaders inform the public about the financial needs of the school.

Answer Choices	Responses	
Strongly agree	11.54%	6
Agree	36.54%	19
Neither agree nor disagree	28.85%	15
Disagree	19.23%	10
Strongly disagree	3.85%	2
Answered	52	
Skipped	0	



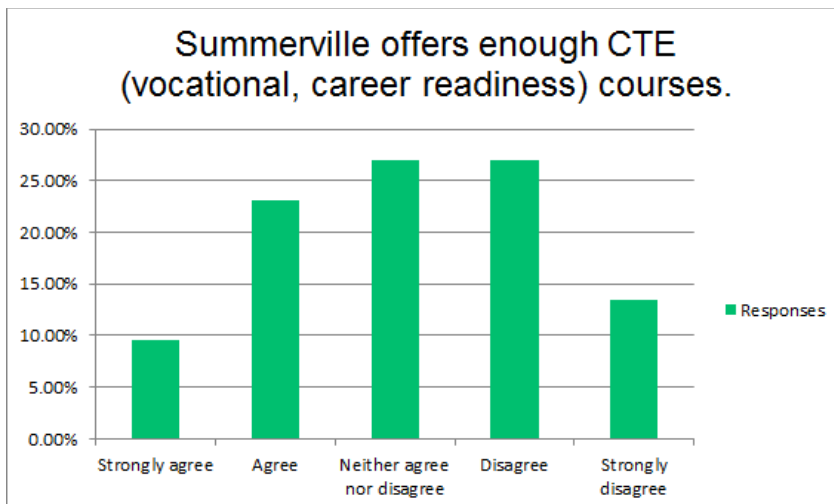
12) Summerville offers enough challenging courses.

Answer Choices	Responses	
Strongly agree	21.15%	11
Agree	48.08%	25
Neither agree nor disagree	15.38%	8
Disagree	13.46%	7
Strongly disagree	1.92%	1
Answered		52
Skipped		0



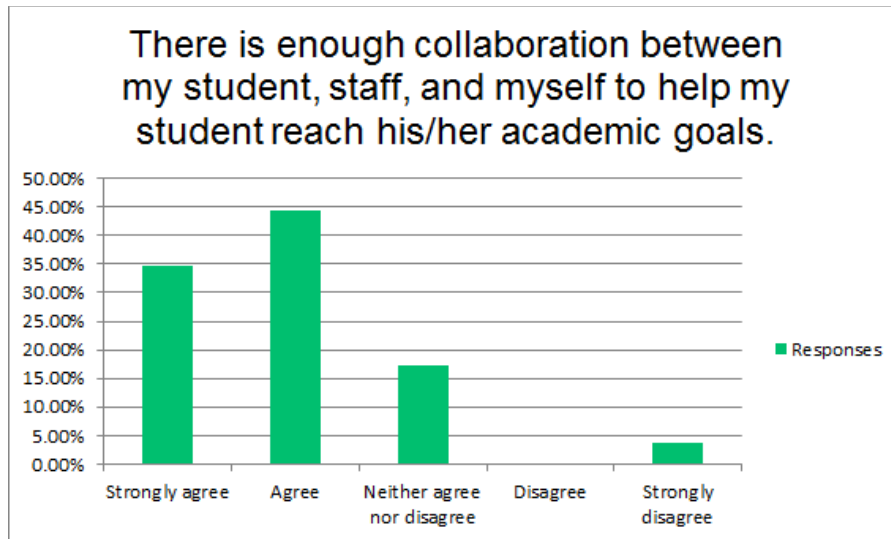
13) Summerville offers enough CTE (vocational, career readiness) course.

Answer Choices	Responses	
Strongly agree	9.62%	5
Agree	23.08%	12
Neither agree nor disagree	26.92%	14
Disagree	26.92%	14
Strongly disagree	13.46%	7
Answered		52
Skipped		0



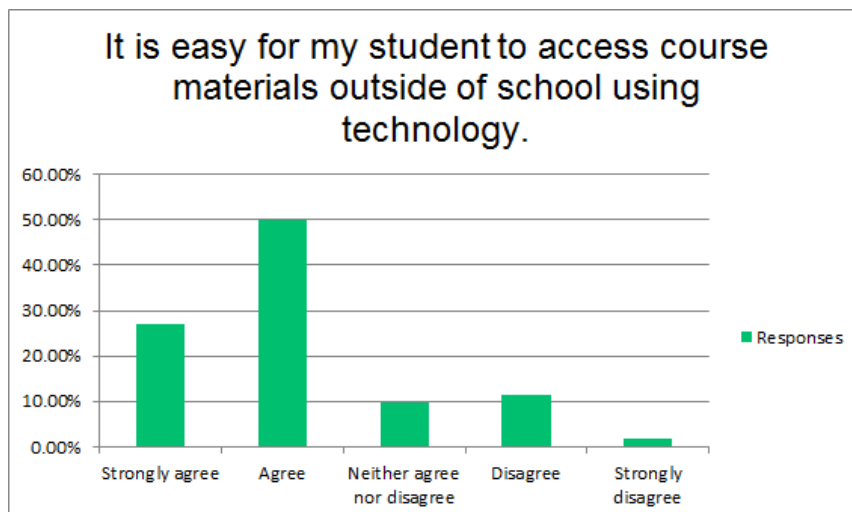
14) There is enough collaboration between my student, staff, and myself to help my student reach his/her academic goals.

Answer Choices	Responses	
Strongly agree	34.62%	18
Agree	44.23%	23
Neither agree nor disagree	17.31%	9
Disagree	0.00%	0
Strongly disagree	3.58%	2
Answered		52
Skipped		0



15) It is easy for my student to access course materials outside of school using technology.

Answer Choices	Responses	
Strongly agree	26.92%	14
Agree	50.00%	26
Neither agree nor disagree	9.62%	5
Disagree	11.54%	6
Strongly disagree	1.92%	1
Answered		52
Skipped		0

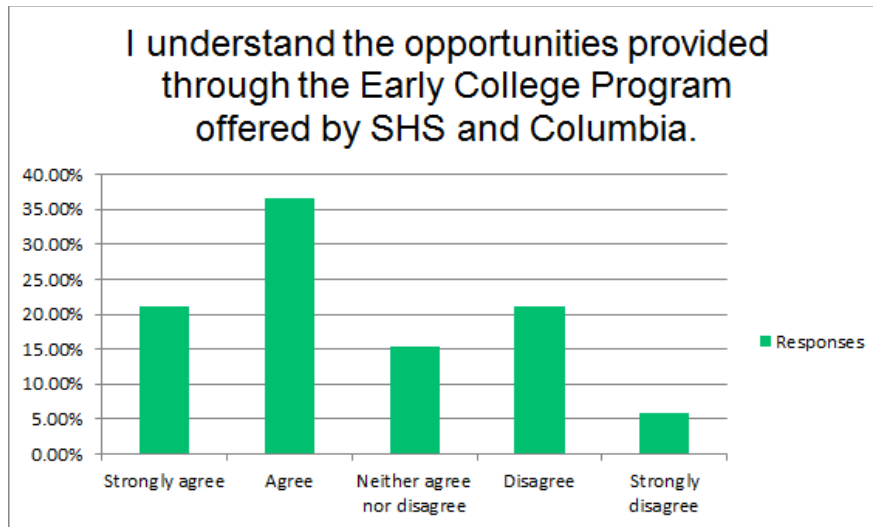


16) I understand the opportunities provided through the Early College Program offered by SHS and Columbia.

Answer Choices	Responses	
Strongly agree	21.15%	11
Agree	36.54%	19
Neither agree nor disagree	15.38%	8
Disagree	21.15%	11
Strongly disagree	5.77%	3

Answered 52

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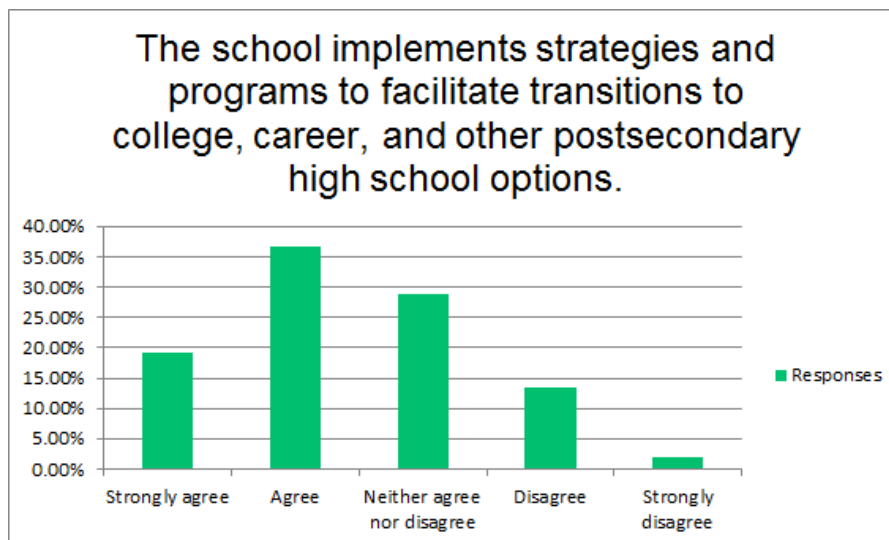


17) The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Answer Choices	Responses	
Strongly agree	19.23%	10
Agree	36.54%	19
Neither agree nor disagree	28.85%	15
Disagree	13.46%	7
Strongly disagree	1.92%	1

Answered 52

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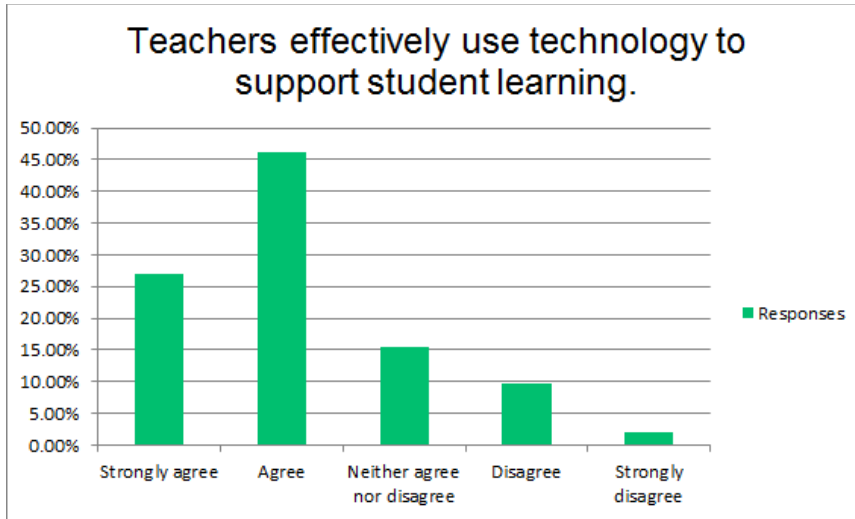


18) Teachers effectively use technology to support student learning.

Answer Choices	Responses	
Strongly agree	26.92%	14
Agree	46.15%	24
Neither agree nor disagree	15.38%	8
Disagree	9.62%	5
Strongly disagree	1.92%	1

Answered 52

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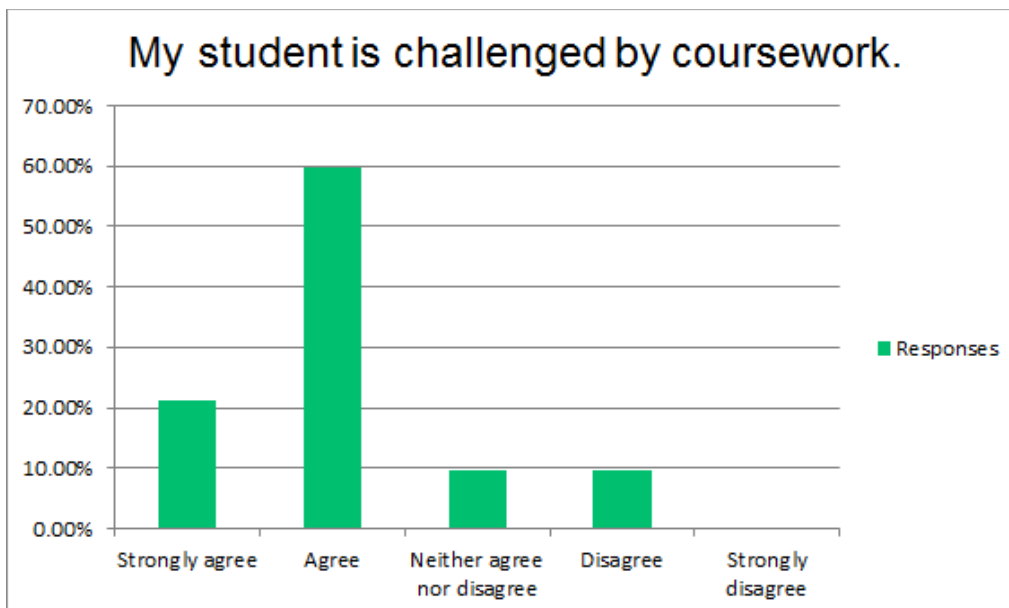


19) My student is challenged by coursework.

Answer Choices	Responses	
Strongly agree	21.15%	11
Agree	59.62%	31
Neither agree nor disagree	9.62%	5
Disagree	9.62%	5
Strongly disagree	0.00%	0

Answered 52

Skipped 0

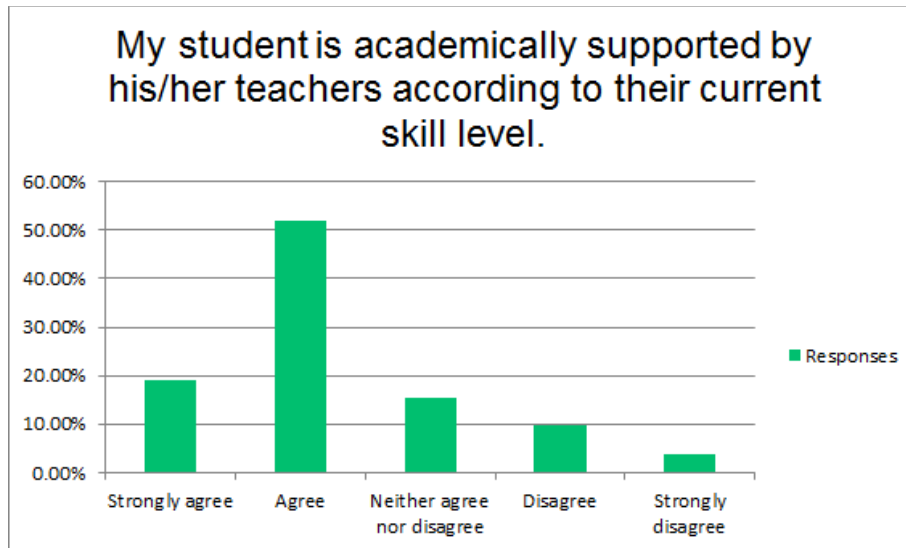


20) My student is academically supported by his/her teachers according to their current skill level.

Answer Choices	Responses	
Strongly agree	19.23%	10
Agree	51.92%	27
Neither agree nor disagree	15.38%	8
Disagree	9.62%	5
Strongly disagree	3.85%	2

Answered 52

Skipped 0

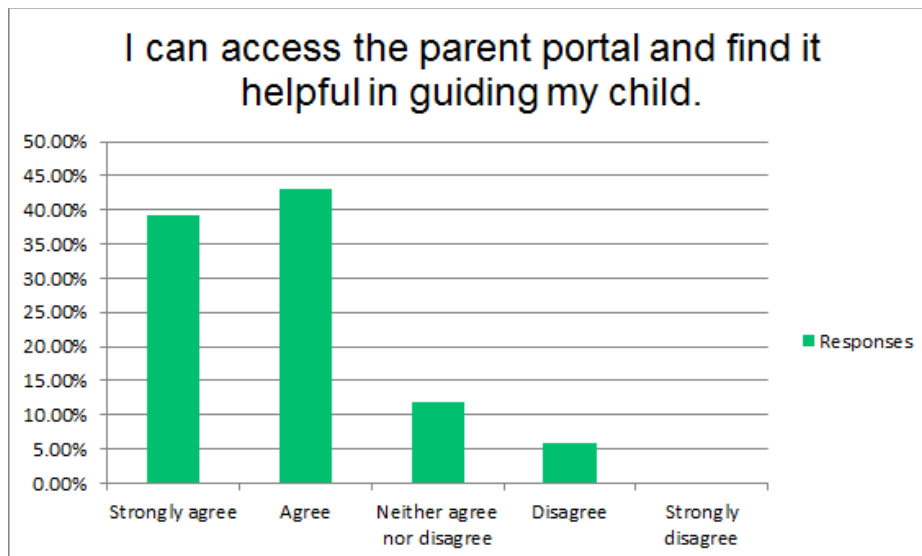


21) I can access the parent portal and find it helpful in guiding my child.

Answer Choices	Responses	
Strongly agree	39.22%	20
Agree	43.14%	22
Neither agree nor disagree	11.76%	6
Disagree	5.88%	3
Strongly disagree	0.00%	0

Answered 52

Skipped 0

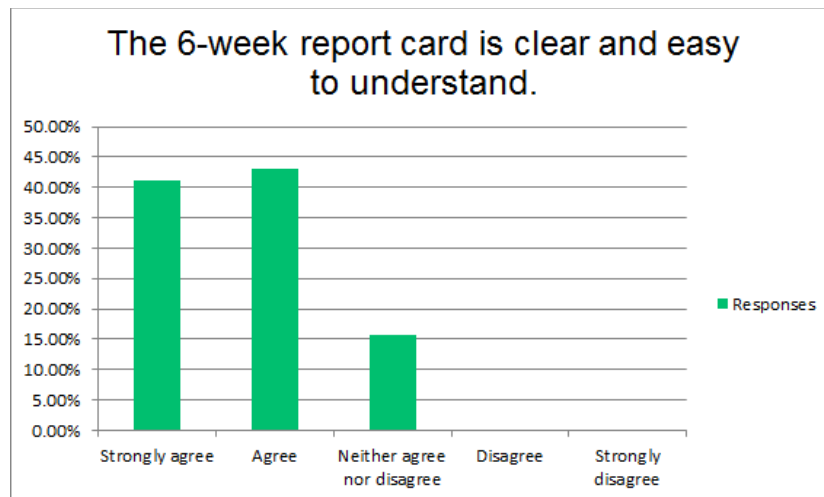


22) The 6-week report card is clear and easy to understand.

Answer Choices	Responses	
Strongly agree	41.18%	21
Agree	43.14%	22
Neither agree nor disagree	15.69%	8
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 51

Skipped 1

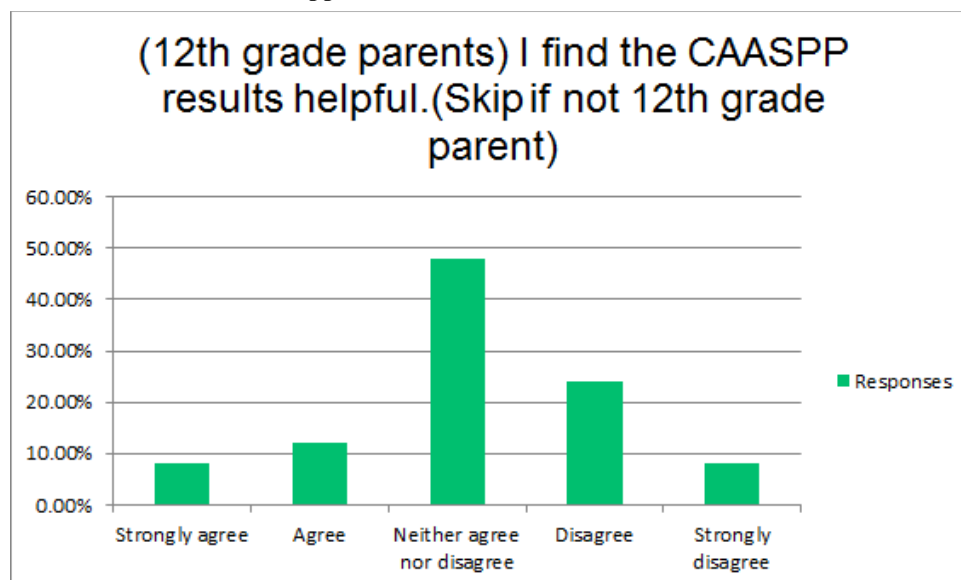


23) (12th grade parents) I find the CAASPP results helpful. (skip if not 12th grade parent)

Answer Choices	Responses	
Strongly agree	8.00%	2
Agree	12.00%	3
Neither agree nor disagree	48.00%	12
Disagree	24.00%	6
Strongly disagree	8.00%	2

Answered 25

Skipped 27

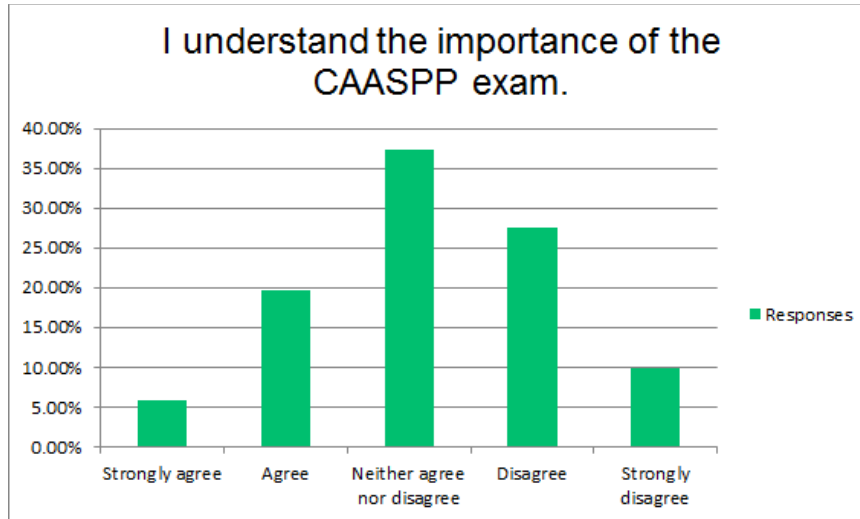


24) I understand the importance of the CAASPP exam.

Answer Choices	Responses	
Strongly agree	5.88%	3
Agree	19.61%	10
Neither agree nor disagree	37.25%	19
Disagree	27.45%	14
Strongly disagree	9.80%	2

Answered 51

Skipped 1

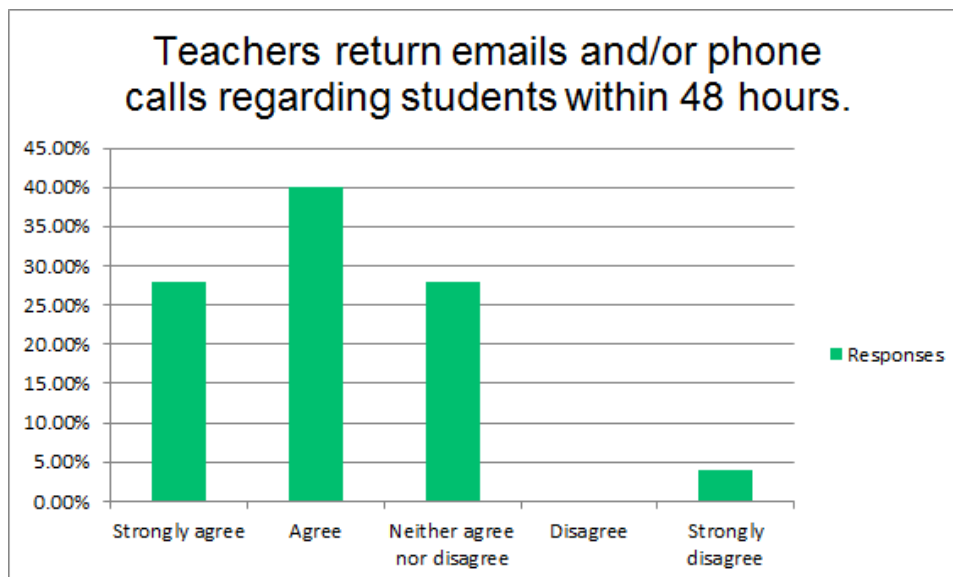


25) Teachers returns emails and/or phone calls regarding students within 48 hours.

Answer Choices	Responses	
Strongly agree	28.00%	14
Agree	40.00%	20
Neither agree nor disagree	28.00%	14
Disagree	0.00%	0
Strongly disagree	4.00%	2

Answered 50

Skipped 2

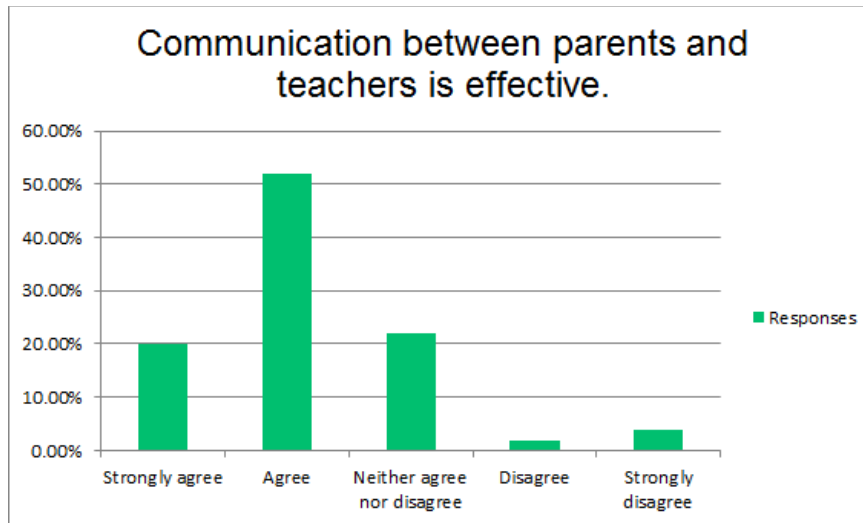


26) Communication between parents and teachers is effective.

Answer Choices	Responses	
Strongly agree	20.00%	10
Agree	52.00%	26
Neither agree nor disagree	22.00%	11
Disagree	0.00%	0
Strongly disagree	4.00%	2

Answered 50

Skipped 2

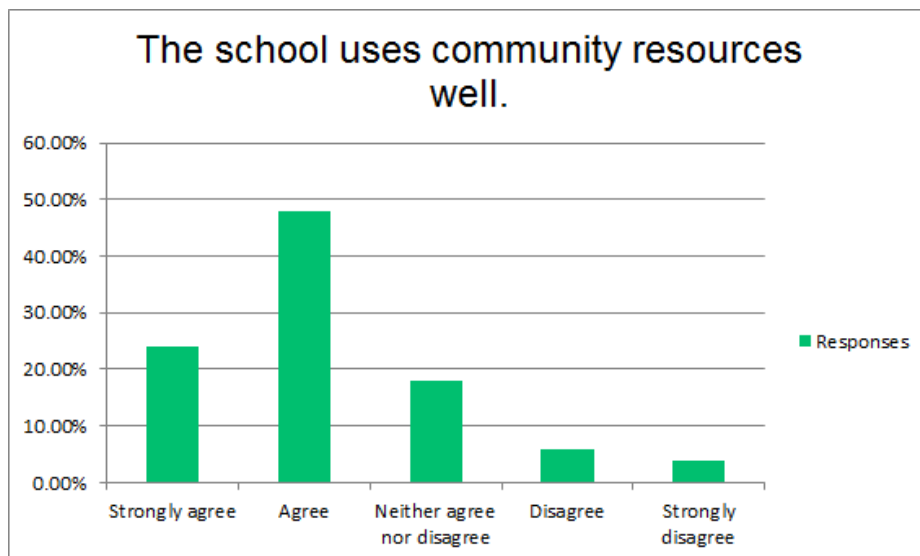


27) The school uses community resources well.

Answer Choices	Responses	
Strongly agree	24.00%	12
Agree	48.00%	24
Neither agree nor disagree	18.00%	9
Disagree	6.00%	3
Strongly disagree	4.00%	2

Answered 50

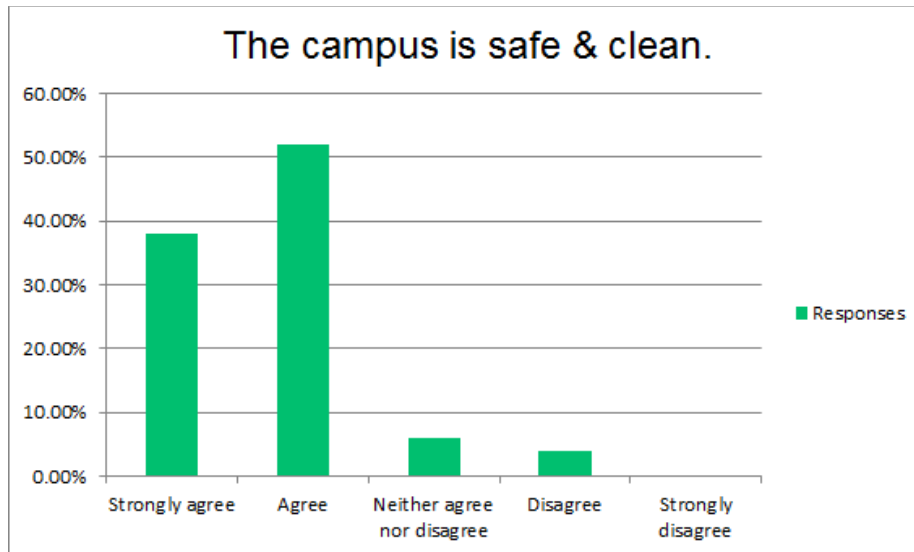
Skipped 2



28) The campus is safe & clean.

Answer Choices	Responses	
Strongly agree	38.00%	19
Agree	52.00%	26
Neither agree nor disagree	6.00%	3
Disagree	4.00%	2
Strongly disagree	0.00%	0

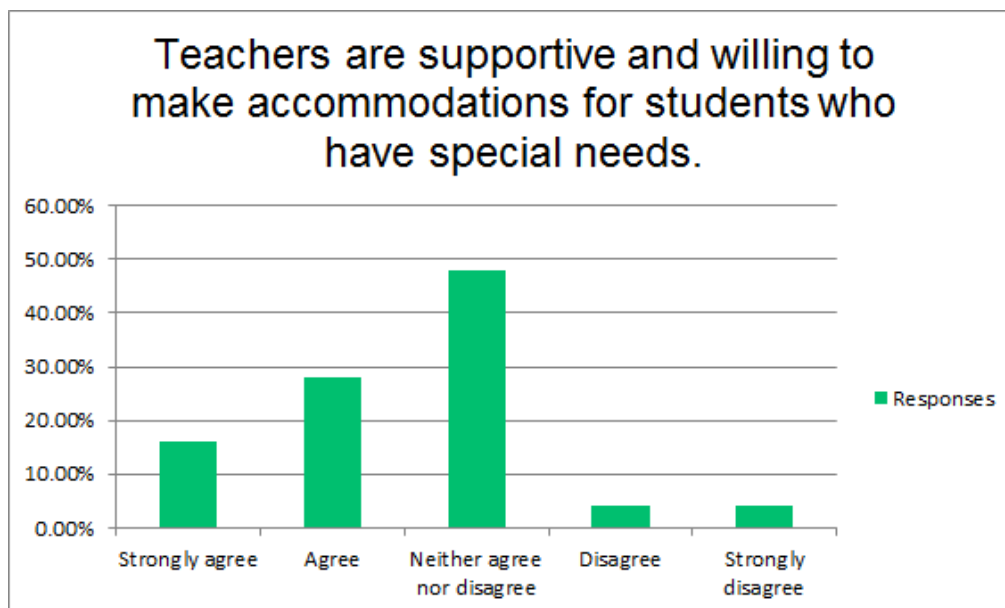
Answered 50
Skipped 2



29) Teachers are supportive and willing to make accommodations for students who have special needs.

Answer Choices	Responses	
Strongly agree	16.00%	8
Agree	28.00%	14
Neither agree nor disagree	48.00%	24
Disagree	4.00%	2
Strongly disagree	4.00%	2

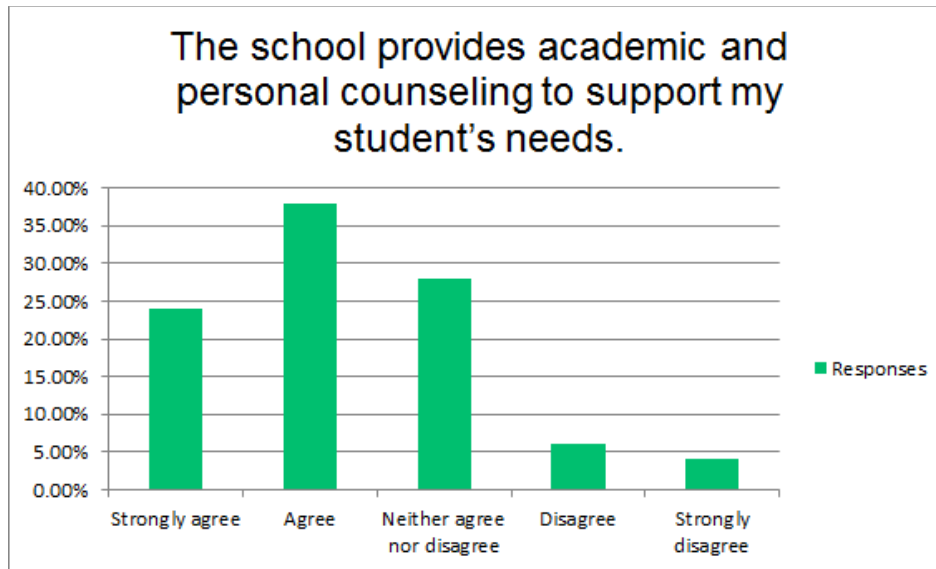
Answered 50
Skipped 2



30) The school provides academic and personal counseling to support my students needs.

Answer Choices	Responses	
Strongly agree	24.00%	12
Agree	38.00%	19
Neither agree nor disagree	28.00%	14
Disagree	6.00%	3
Strongly disagree	4.00%	2

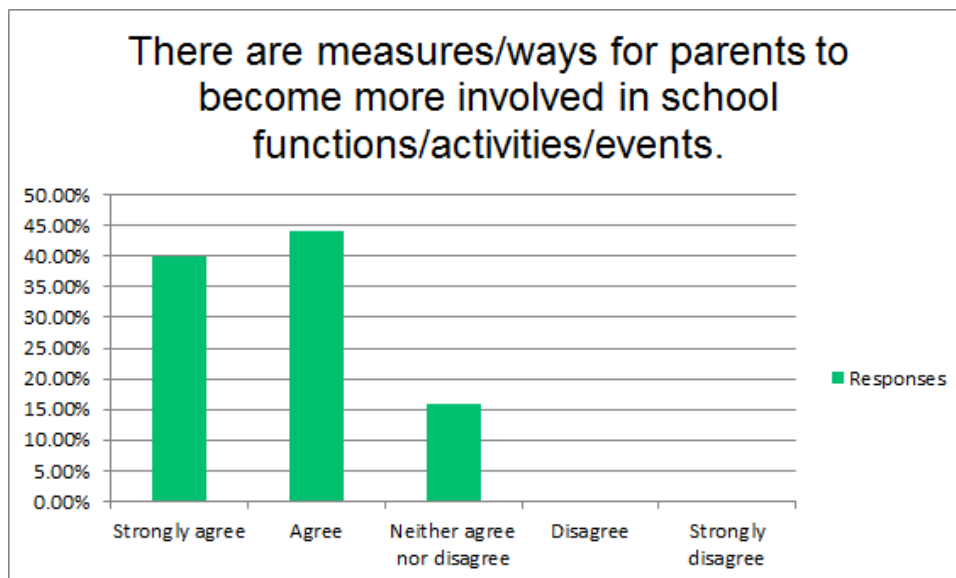
Answered 50
Skipped 2



31) There are measures/ways for parents to become more involved in school functions/activities/events.

Answer Choices	Responses	
Strongly agree	40.00%	20
Agree	44.00%	22
Neither agree nor disagree	16.00%	8
Disagree	0.00%	0
Strongly disagree	0.00%	0

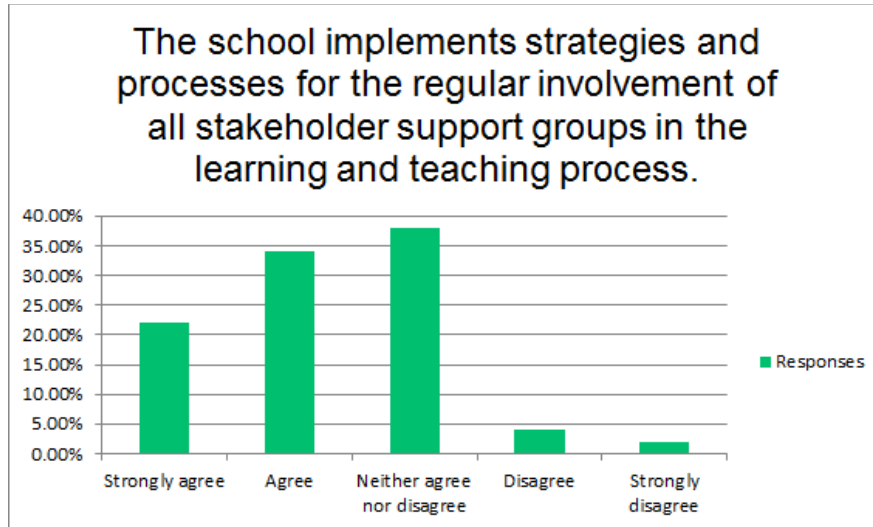
Answered 50
Skipped 2



32) The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process.

Answer Choices	Responses	
Strongly agree	22.00%	11
Agree	34.00%	17
Neither agree nor disagree	38.00%	19
Disagree	4.00%	2
Strongly disagree	2.00%	1

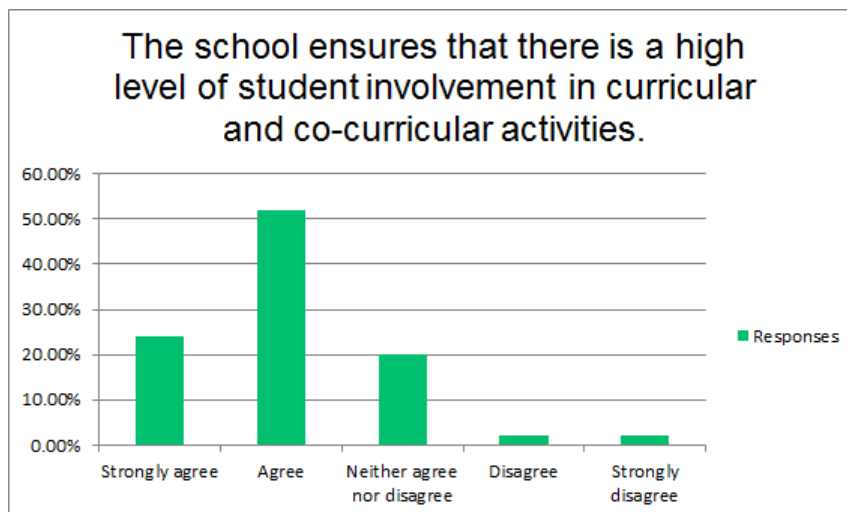
Answered 50
Skipped 2



33) The school ensures that there is a high level of student involvement in curricular and co-curricular activities.

Answer Choices	Responses	
Strongly agree	24.00%	12
Agree	52.00%	26
Neither agree nor disagree	20.00%	10
Disagree	2.00%	1
Strongly disagree	2.00%	1

Answered 50
Skipped 2

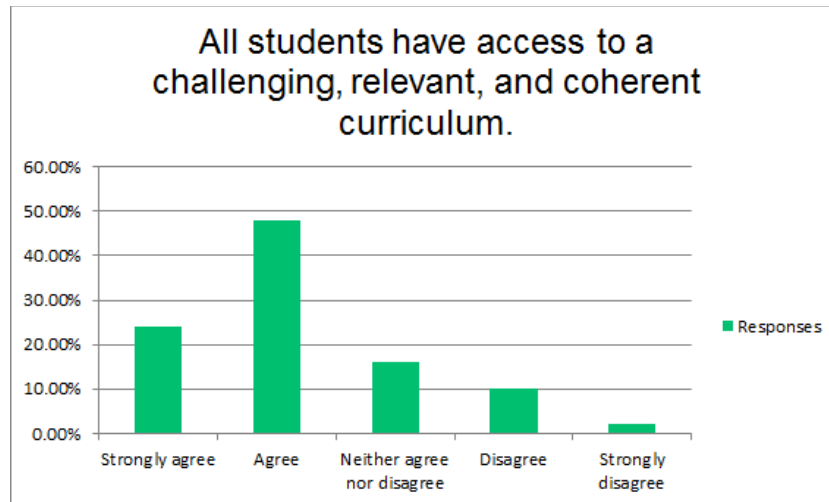


34) All students have access to a challenging, relevant, and coherent curriculum.

Answer Choices	Responses	
Strongly agree	24.00%	12
Agree	48.00%	24
Neither agree nor disagree	16.00%	8
Disagree	10.00%	5
Strongly disagree	2.00%	1

Answered 50

Skipped 2



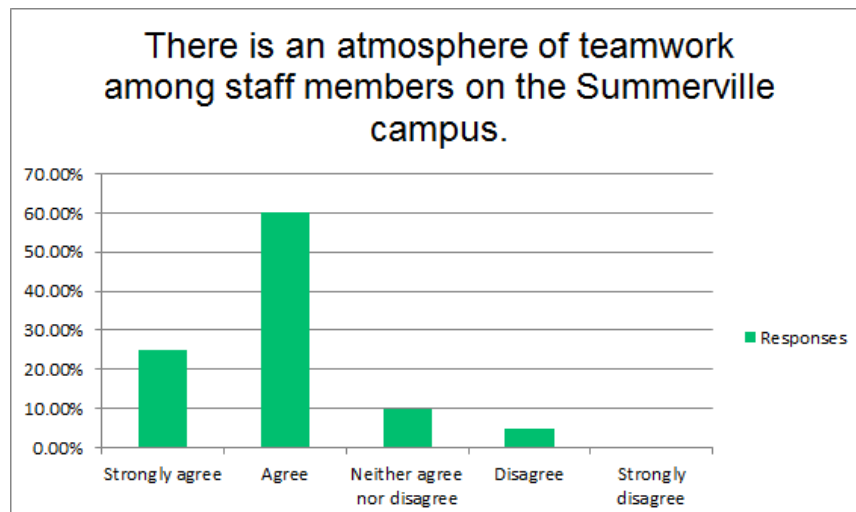
WASC Teacher Survey

1) There is an atmosphere of teamwork among staff members on the Summerville campus.

Answer Choices	Responses	
Strongly agree	25.00%	5
Agree	60.00%	12
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0

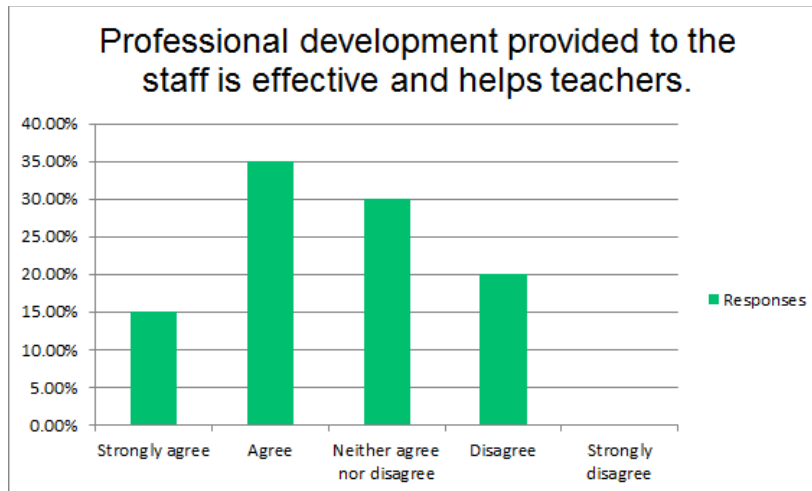
Answered 20

Skipped 0



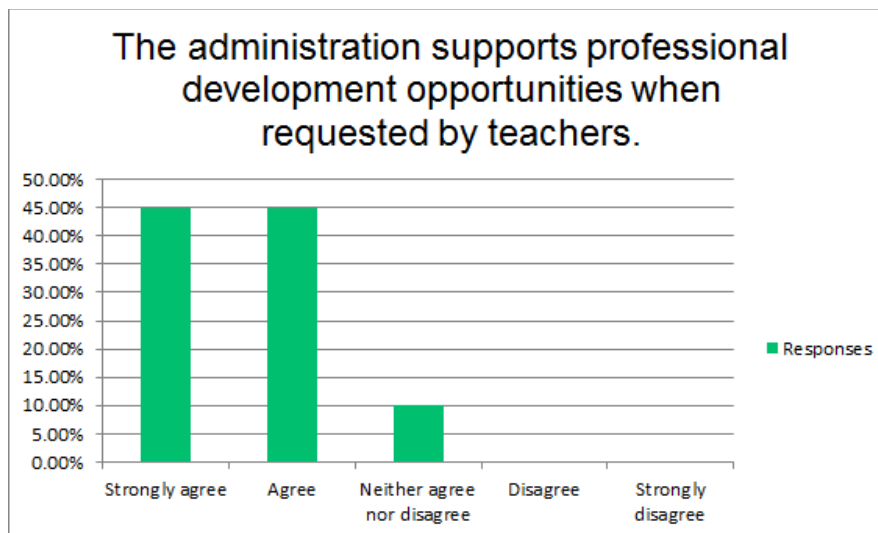
2) Professional development provided to the staff is effective and helps teachers.

Answer Choices	Responses	
Strongly agree	15.00%	3
Agree	35.00%	7
Neither agree nor disagree	30.00%	6
Disagree	20.00%	4
Strongly disagree	0.00%	0
Answered		20
Skipped		0



3) The administration supports professional development opportunities when requested by teachers.

Answer Choices	Responses	
Strongly agree	45.00%	9
Agree	45.00%	9
Neither agree nor disagree	10.00%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered		20
Skipped		0

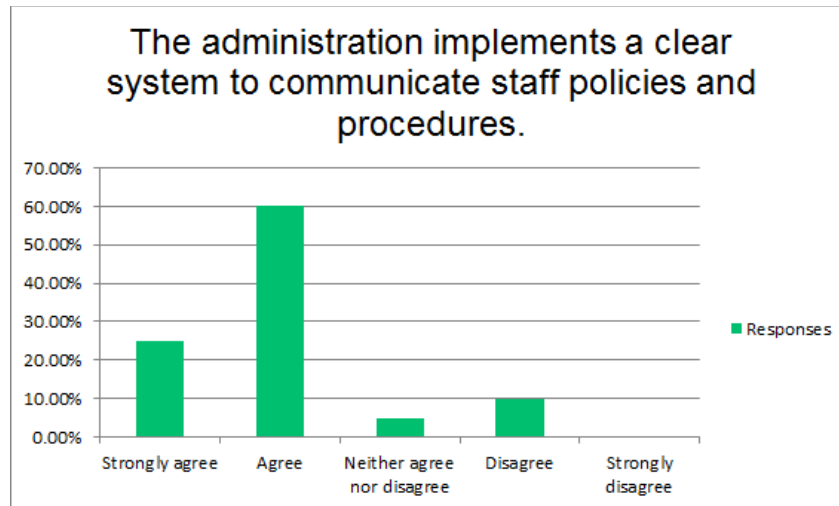


4) **The administration implements a clear system to communicate staff policies and procedures.**

Answer Choices	Responses	
Strongly agree	25.00%	5
Agree	60.00%	12
Neither agree nor disagree	5.00%	1
Disagree	10.00%	2
Strongly disagree	0.00%	0

Answered 20

Skipped 0

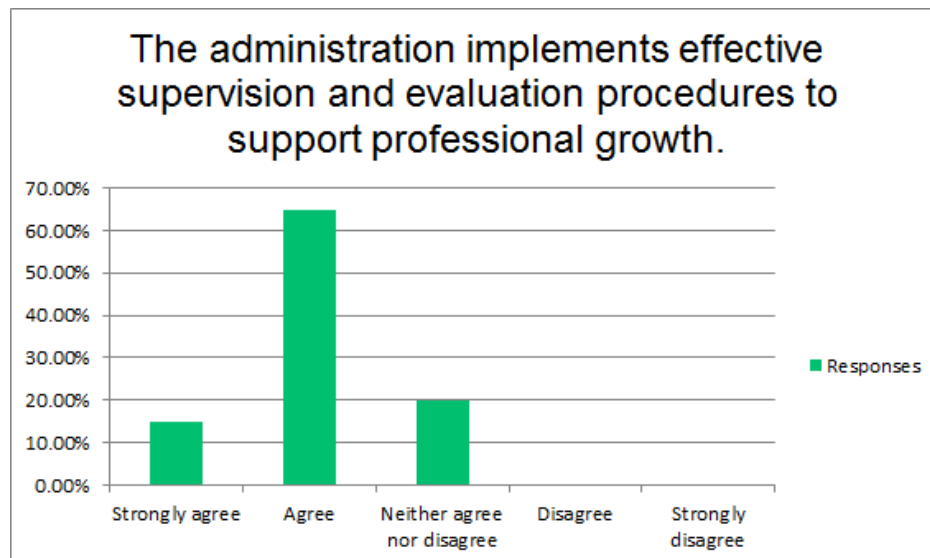


5) **The administration implements effective supervision and evaluation procedures to support professional growth.**

Answer Choices	Responses	
Strongly agree	15.00%	3
Agree	65.00%	13
Neither agree nor disagree	20.00%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 20

Skipped 0

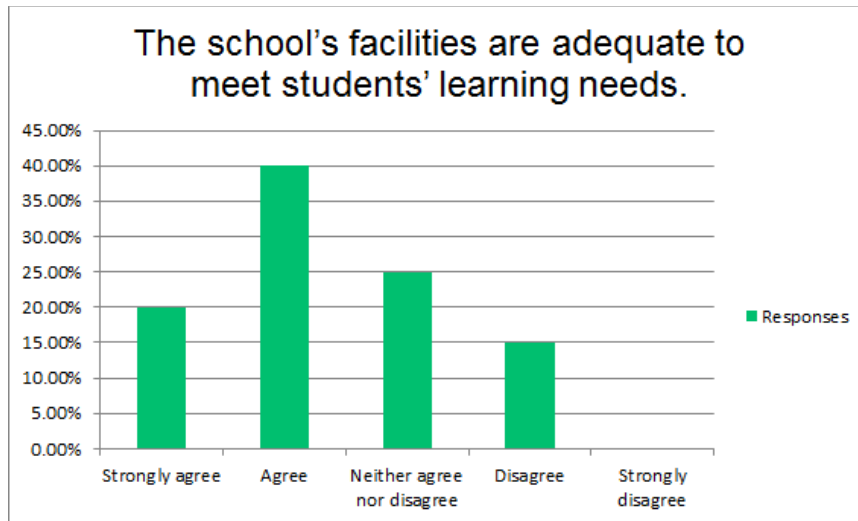


6) **The school's facilities are adequate to meet students' learning needs.**

Answer Choices	Responses	
Strongly agree	20.00%	4
Agree	40.00%	8
Neither agree nor disagree	25.00%	5
Disagree	15.00%	3
Strongly disagree	0.00%	0

Answered 20

Skipped 0

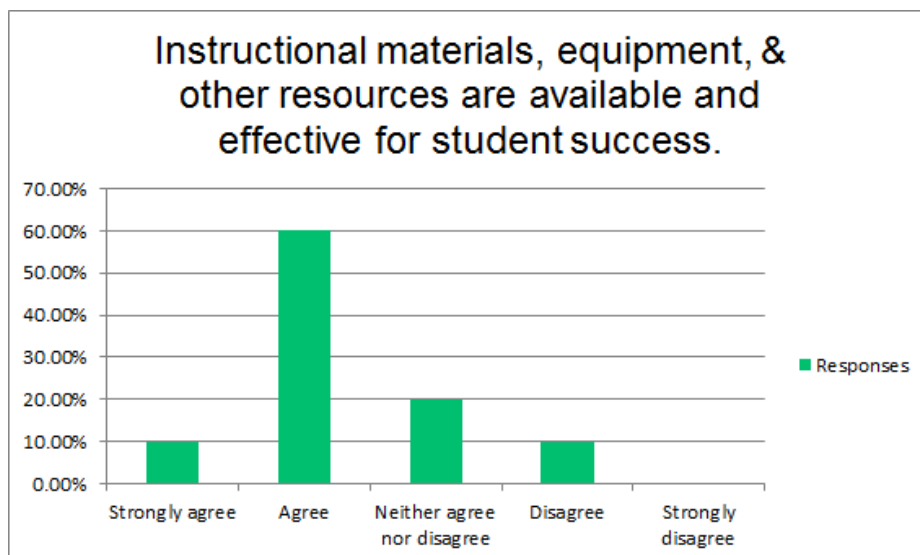


7) **Instructional materials, equipment, & other resources are available and effective for student success.**

Answer Choices	Responses	
Strongly agree	10.00%	2
Agree	60.00%	12
Neither agree nor disagree	20.00%	4
Disagree	10.00%	2
Strongly disagree	0.00%	0

Answered 20

Skipped 0

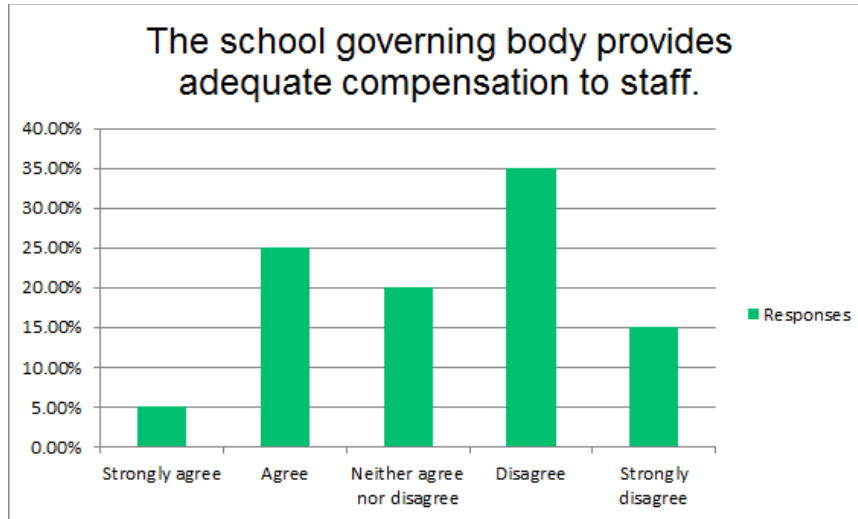


8) **The school governing body provides adequate compensation to staff.**

Answer Choices	Responses	
Strongly agree	5.00%	1
Agree	25.00%	5
Neither agree nor disagree	20.00%	4
Disagree	35.00%	7
Strongly disagree	15.00%	3

Answered 20

Skipped 0

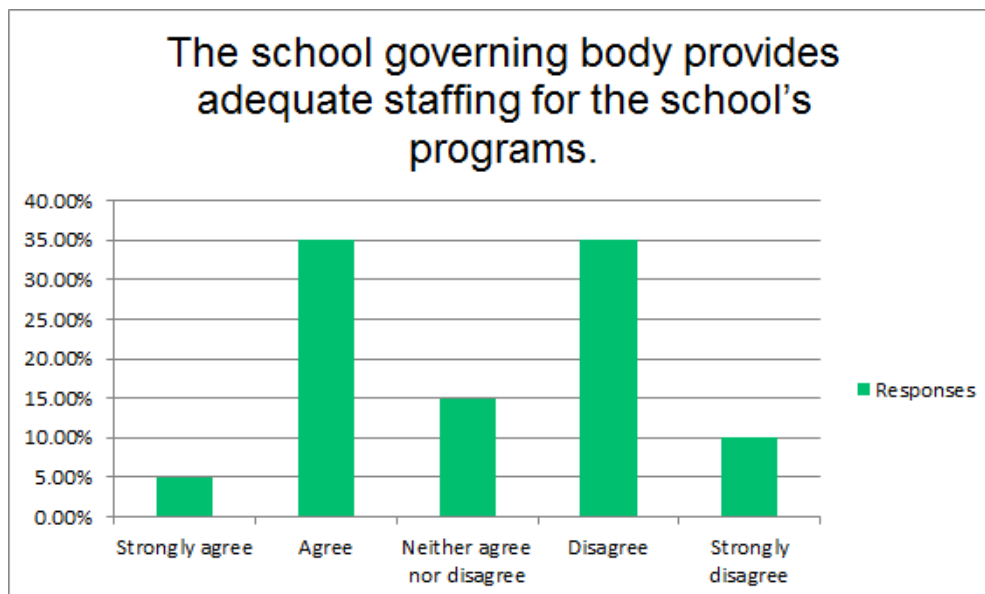


9) **The school governing body provides adequate staffing for the school's programs.**

Answer Choices	Responses	
Strongly agree	5.00%	1
Agree	35.00%	7
Neither agree nor disagree	15.00%	3
Disagree	35.00%	7
Strongly disagree	10.00%	2

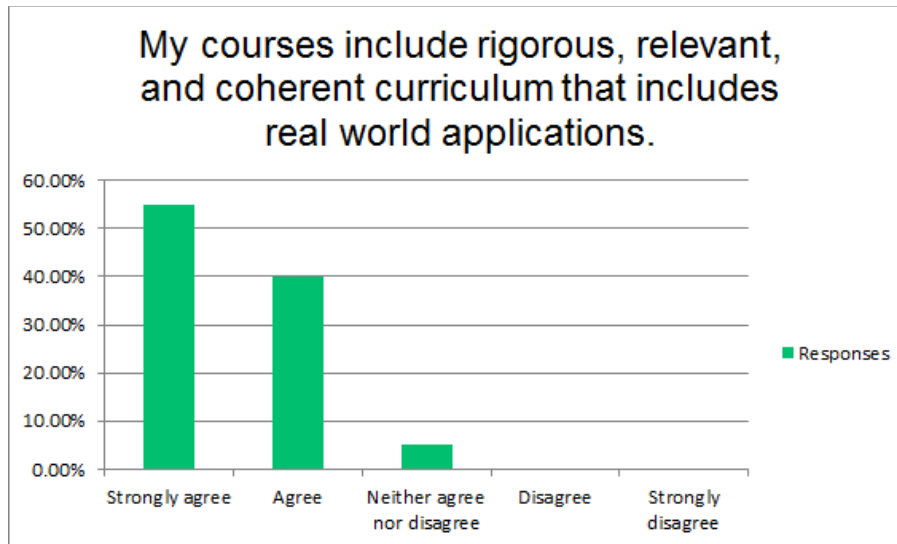
Answered 20

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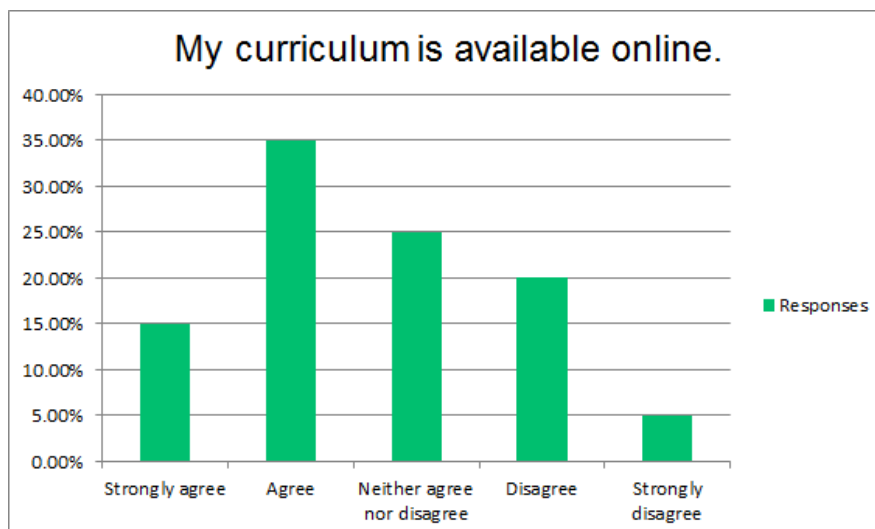
10) My courses include rigorous, relevant, and coherent curriculum that includes real world applications.

Answer Choices	Responses	
Strongly agree	55.00%	11
Agree	40.00%	8
Neither agree nor disagree	5.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered		20
Skipped		0



11) My curriculum is available online.

Answer Choices	Responses	
Strongly agree	15.00%	3
Agree	35.00%	7
Neither agree nor disagree	25.00%	5
Disagree	20.00%	4
Strongly disagree	5.00%	1
Answered		20
Skipped		0

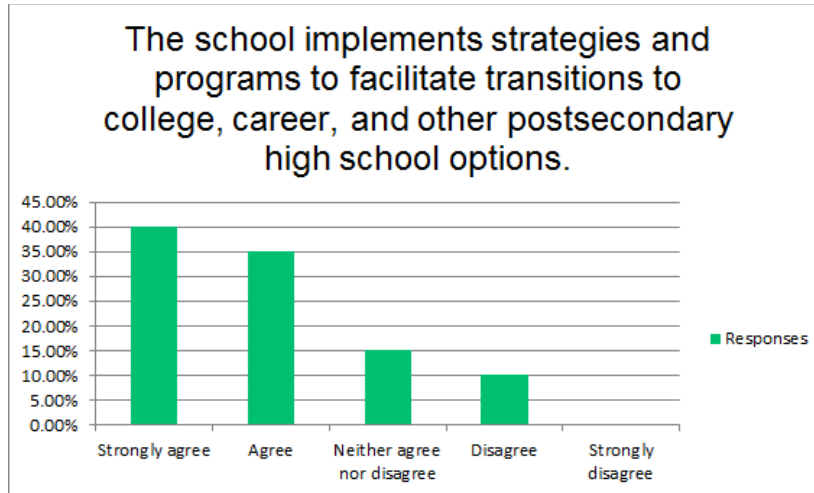


12) The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Answer Choices	Responses	
Strongly agree	40.00%	8
Agree	35.00%	7
Neither agree nor disagree	15.00%	3
Disagree	10.00%	2
Strongly disagree	0.00%	0

Answered 20

Skipped 0

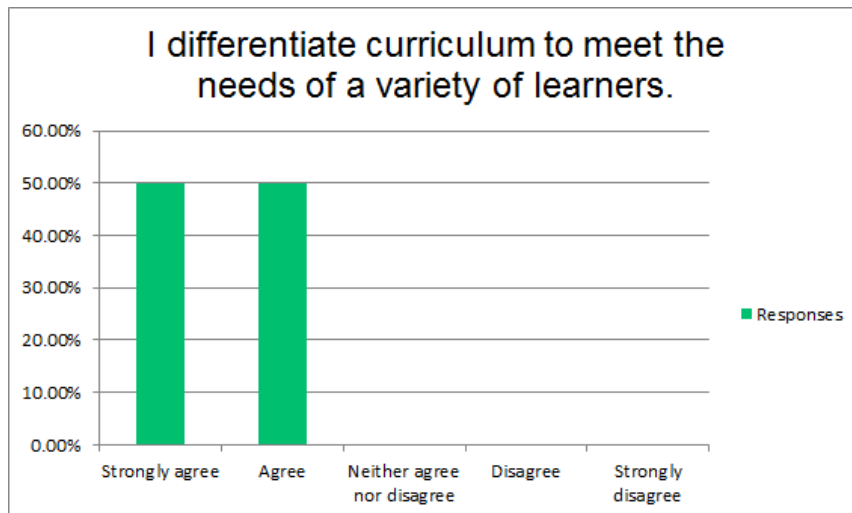


13) I differentiate curriculum to meet the needs of a variety of learners.

Answer Choices	Responses	
Strongly agree	50.00%	10
Agree	50.00%	10
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

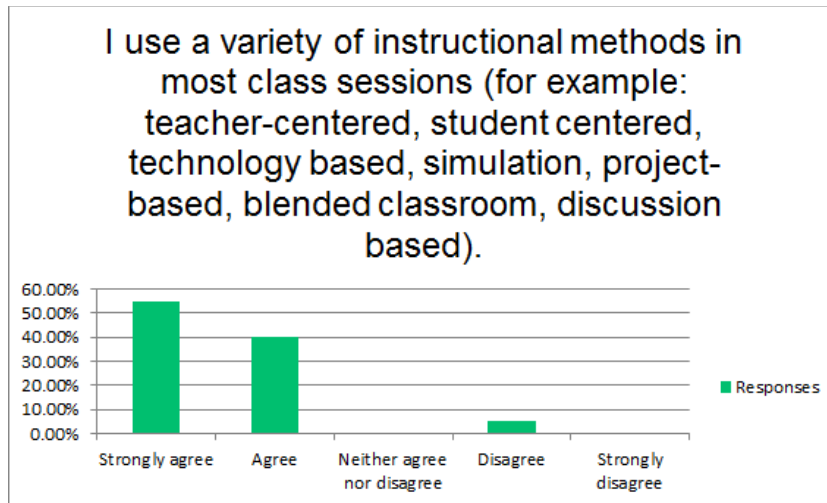
Answered 20

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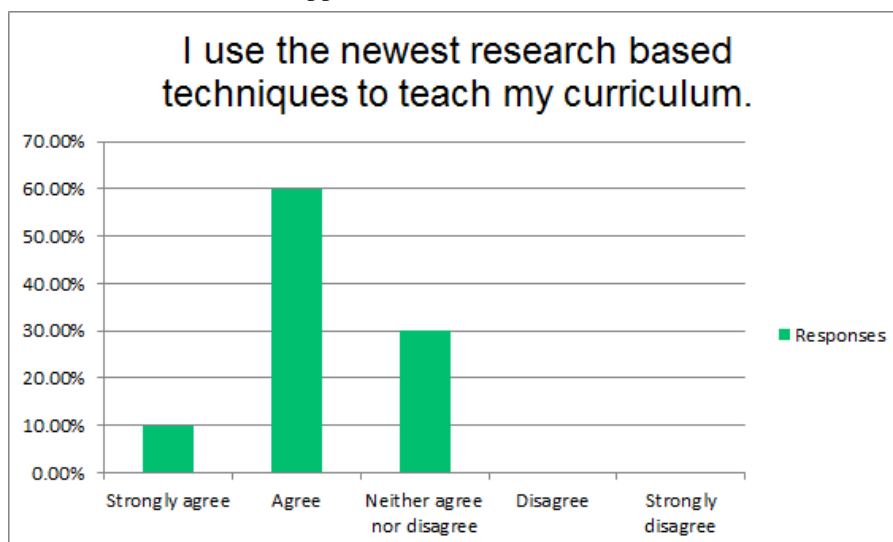
14) I use a variety of instructional methods in most class sessions (for example: teacher-centered, student centered, technology based, simulation, project-based, blended classroom, discussion based).

Answer Choices	Responses	
Strongly agree	55.00%	11
Agree	40.00%	8
Neither agree nor disagree	0.00%	0
Disagree	5.00%	1
Strongly disagree	0.00%	0
Answered		20
Skipped		0



15) I use the newest research based techniques to teach my curriculum.

Answer Choices	Responses	
Strongly agree	10.00%	2
Agree	60.00%	12
Neither agree nor disagree	30.00%	6
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered		20
Skipped		0

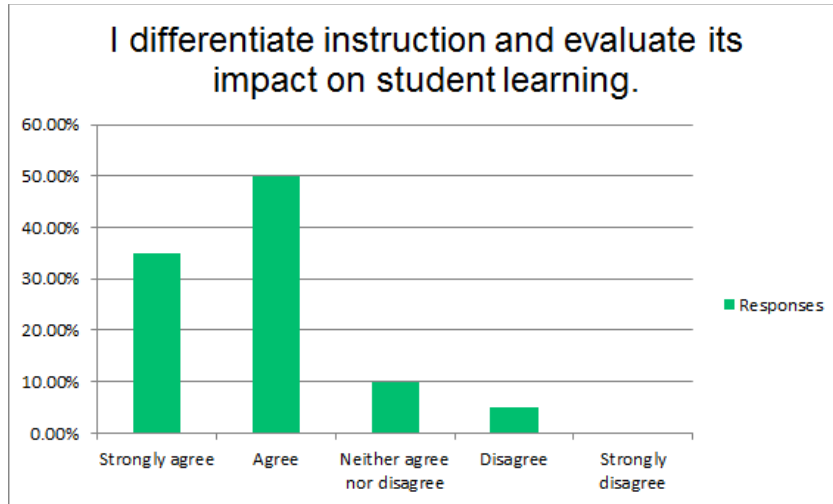


16) I differentiate instruction and evaluate its impacts on student learning.

Answer Choices	Responses	
Strongly agree	35.00%	7
Agree	50.00%	10
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0

Answered 20

Skipped 0

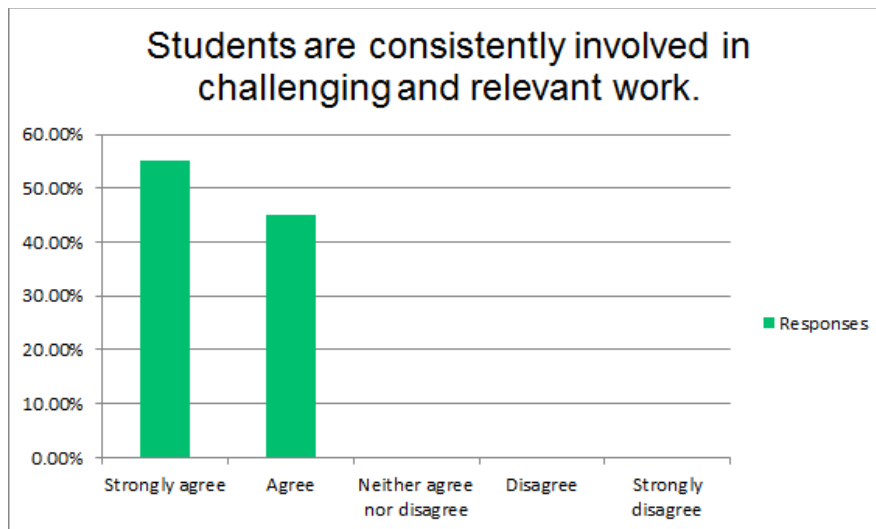


17) Students are consistently involved in challenging and relevant work.

Answer Choices	Responses	
Strongly agree	55.00%	11
Agree	45.00%	9
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 20

Skipped 0

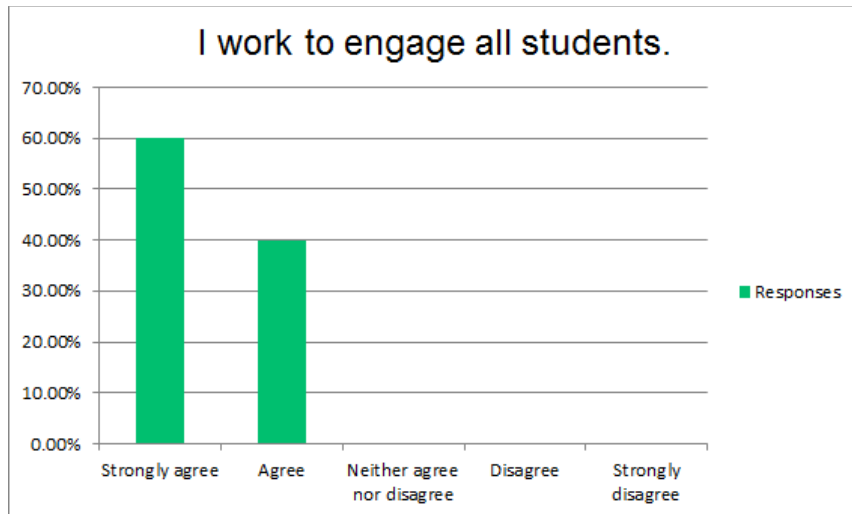


18) I work to engage all students.

Answer Choices	Responses	
Strongly agree	60.00%	12
Agree	40.00%	8
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 20

Skipped 0

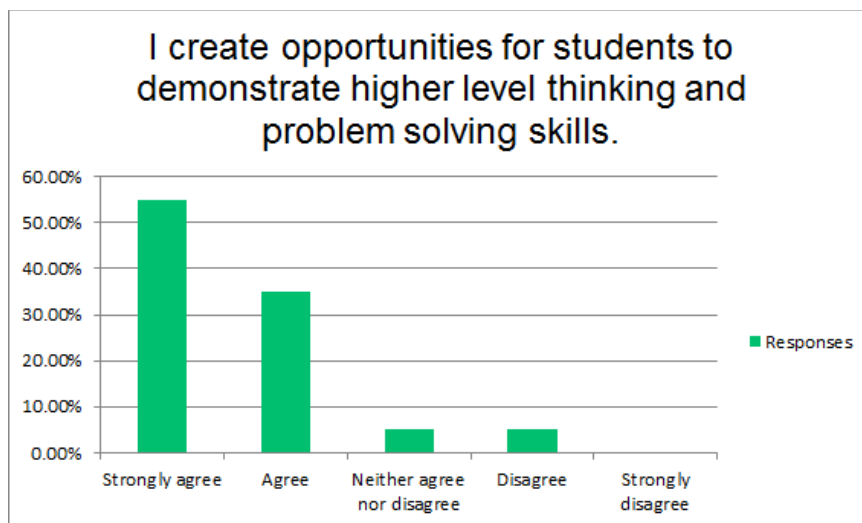


19) I create opportunities for students to demonstrate higher level thinking and problem solving skills.

Answer Choices	Responses	
Strongly agree	55.00%	11
Agree	35.00%	7
Neither agree nor disagree	5.00%	1
Disagree	5.00%	1
Strongly disagree	0.00%	0

Answered 20

Skipped 0

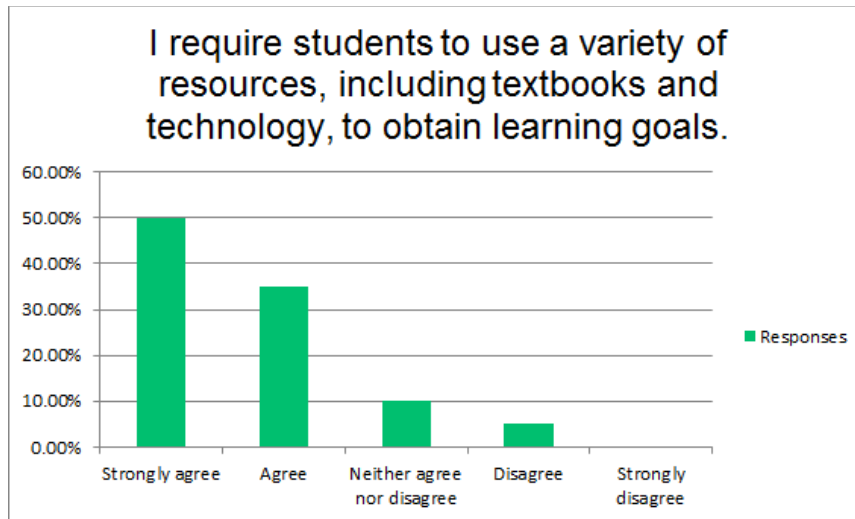


20) I require students to use a variety of resources, including textbooks and technology, to obtain goals.

Answer Choices	Responses	
Strongly agree	50.00%	10
Agree	35.00%	7
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0

Answered 20

Skipped 0

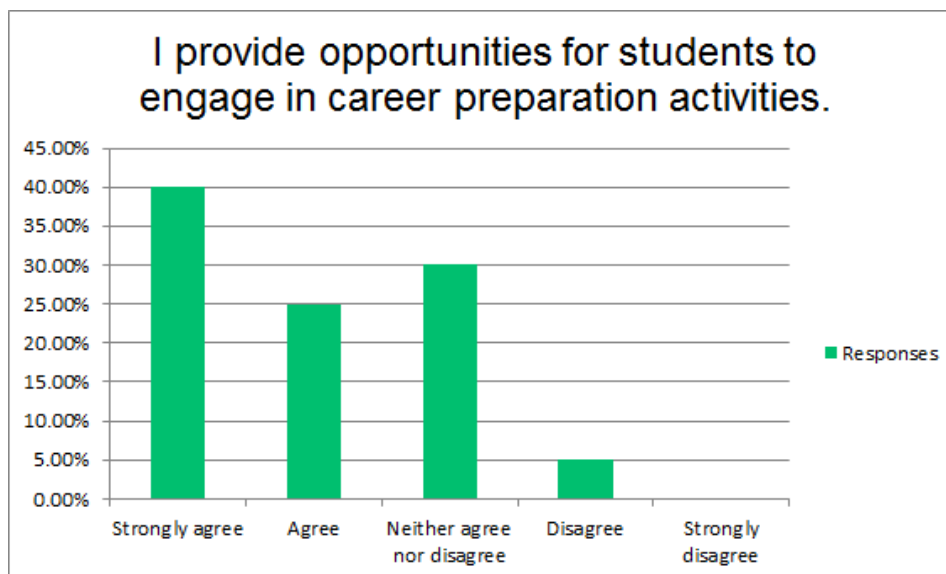


21) I provide opportunities for students to engage in career preparation activities.

Answer Choices	Responses	
Strongly agree	40.00%	8
Agree	25.00%	5
Neither agree nor disagree	30.00%	6
Disagree	5.00%	1
Strongly disagree	0.00%	0

Answered 20

Skipped 0

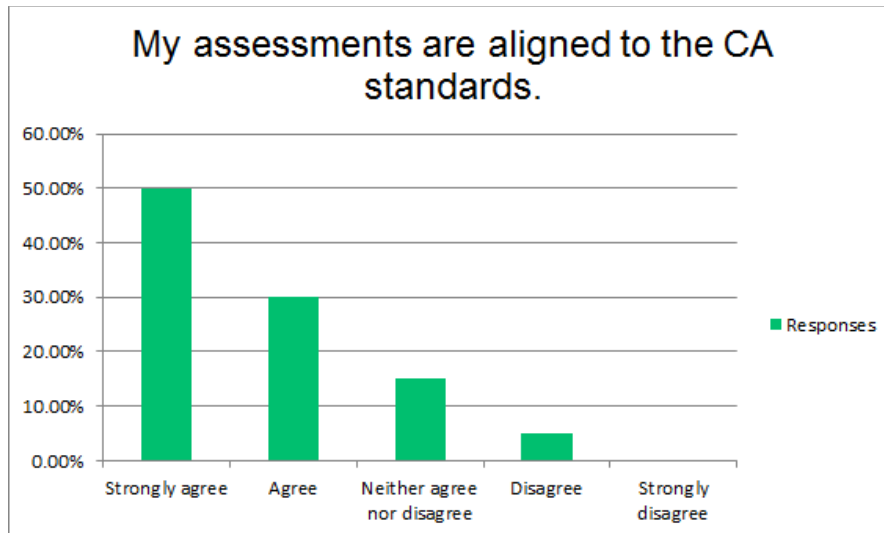


22) My assessments are aligned to the CA standards.

Answer Choices	Responses	
Strongly agree	50.00%	10
Agree	30.00%	6
Neither agree nor disagree	15.00%	3
Disagree	5.00%	1
Strongly disagree	0.00%	0

Answered 20

Skipped 0

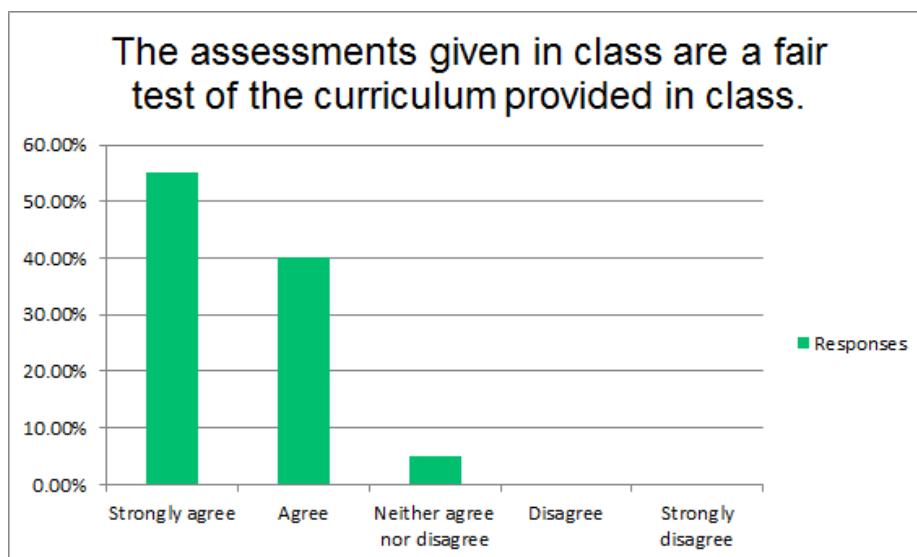


23) The assessments given in class are a fair test of the curriculum provided in class.

Answer Choices	Responses	
Strongly agree	55.00%	11
Agree	40.00%	8
Neither agree nor disagree	5.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0

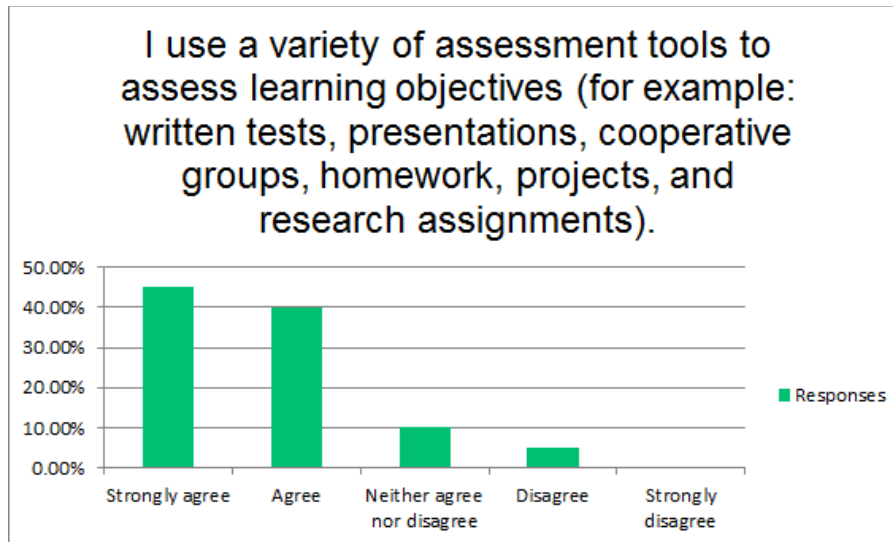
Answered 20

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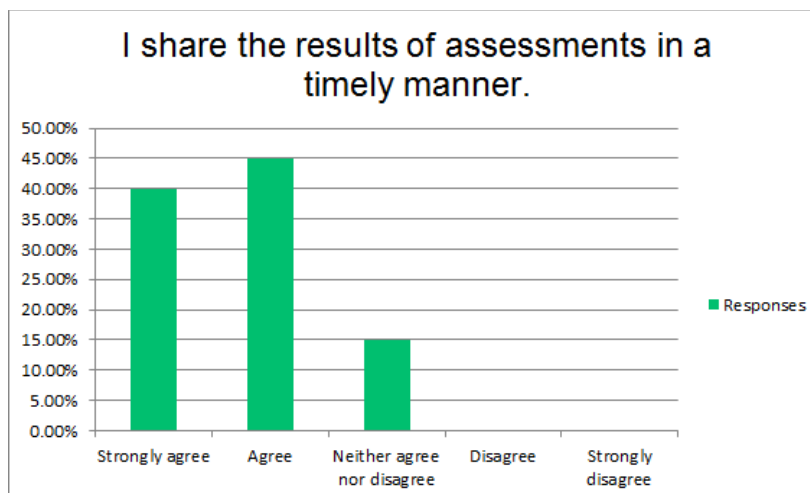
24) I use a variety of assessment tools to assess learning objectives (for example: written test, presentations, cooperative groups, homework, projects , and research assignments).

Answer Choices	Responses	
Strongly agree	45.00%	9
Agree	40.00%	8
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0
Answered		20
Skipped		0



25) I share the results of assessments in a timely manner.

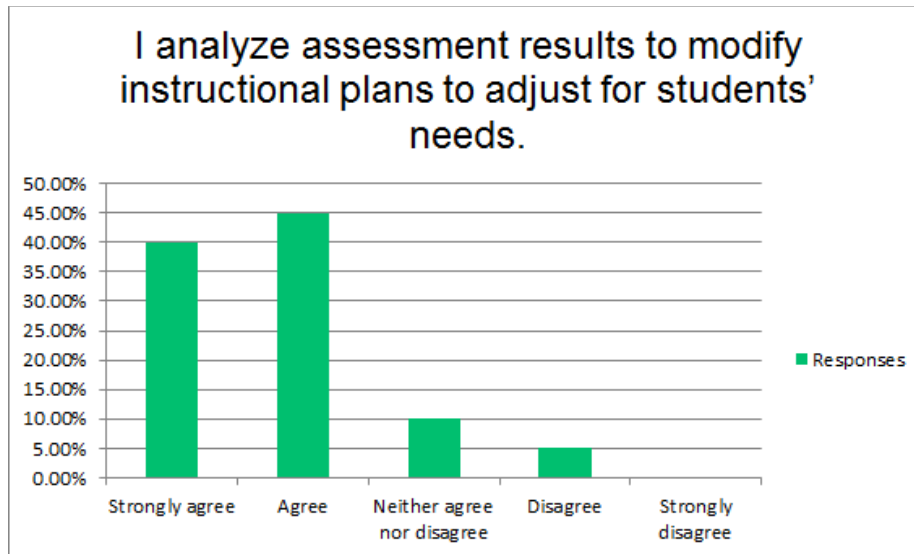
Answer Choices	Responses	
Strongly agree	40.00%	8
Agree	45.00%	9
Neither agree nor disagree	15.00%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered		20
Skipped		0



26) I analyze assessment results to modify instructional plans to adjust for students needs.

Answer Choices	Responses	
Strongly agree	40.00%	8
Agree	45.00%	9
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0

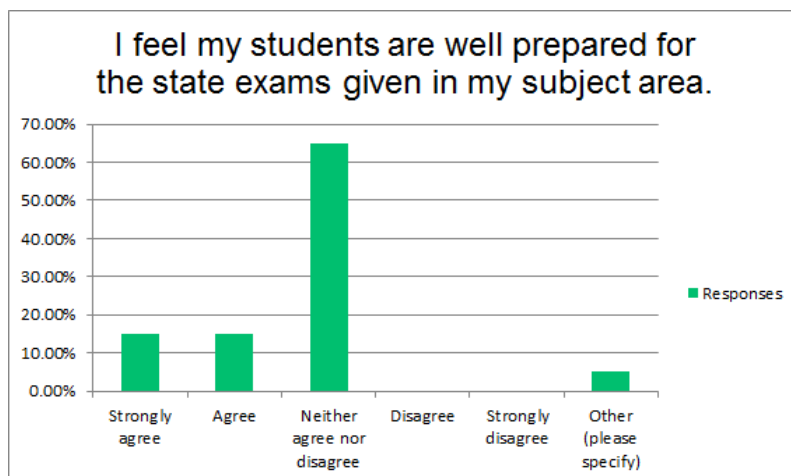
Answered 20
Skipped 0



27) I feel my students are well prepared for the state exams given in my subject area.

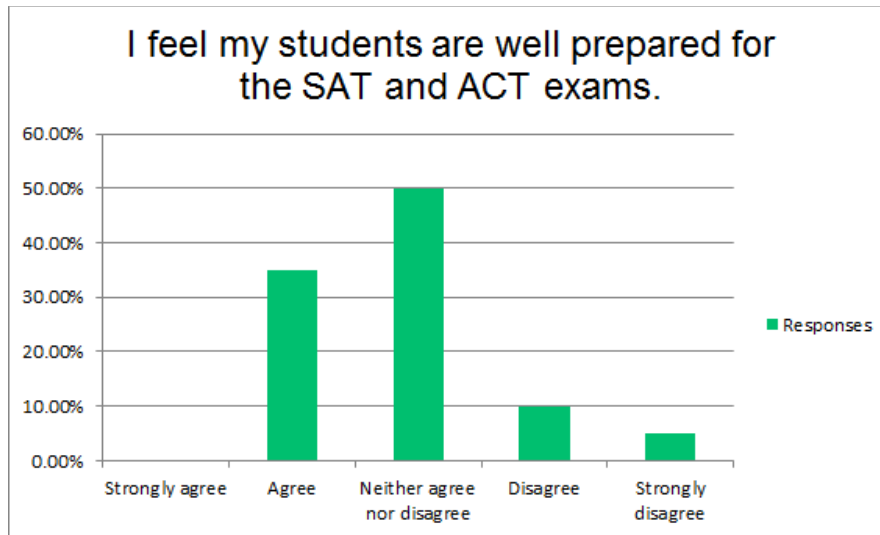
Answer Choices	Responses	
Strongly agree	15.00%	3
Agree	15.00%	3
Neither agree nor disagree	65.00%	13
Disagree	1.00%	0
Strongly disagree	0.00%	0
Other (please specify)	5.00%	1

Answered 20
Skipped 0



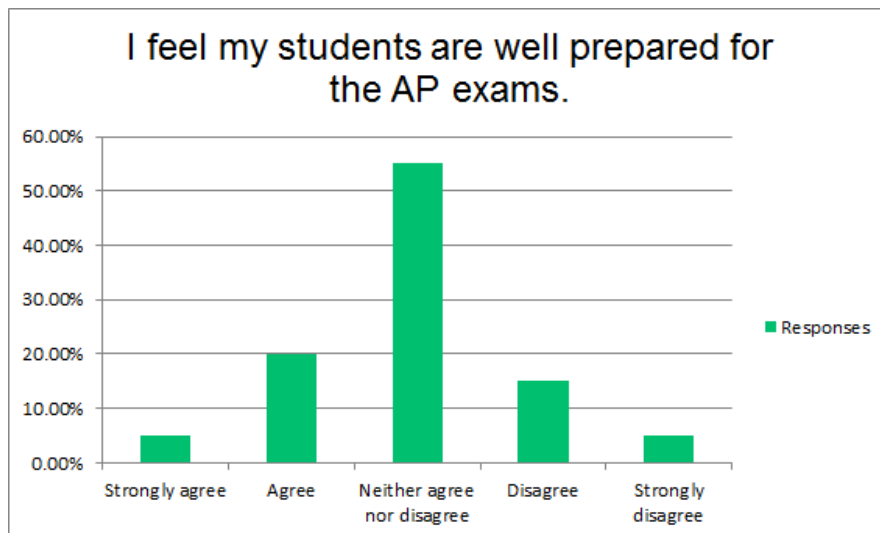
28) I feel my students are well prepared for the state exams given in my subject area.

Answer Choices	Responses	
Strongly agree	0.00%	0
Agree	35.00%	7
Neither agree nor disagree	50.00%	10
Disagree	10.00%	2
Strongly disagree	5.00%	1
Answered		20
Skipped		0



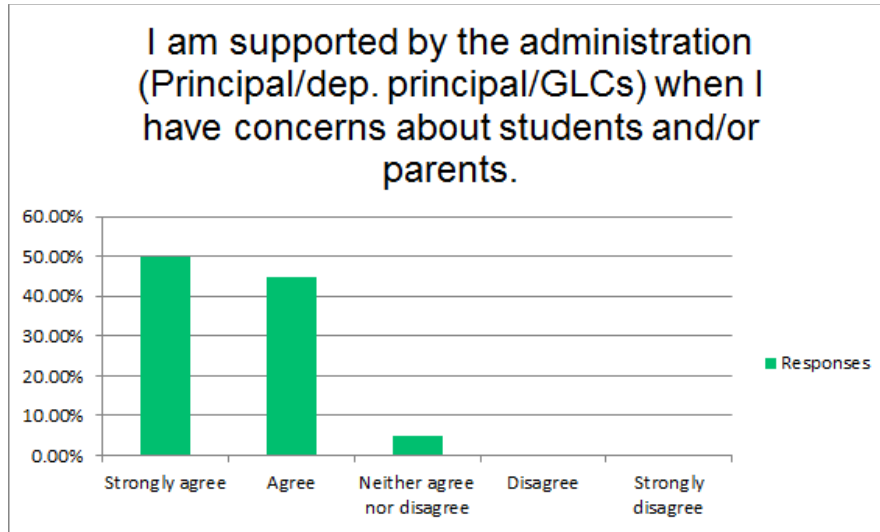
29) I feel my students are well prepared for the AP exams.

Answer Choices	Responses	
Strongly agree	5.00%	1
Agree	20.00%	4
Neither agree nor disagree	55.00%	11
Disagree	15.00%	3
Strongly disagree	5.00%	1
Answered		20
Skipped		0



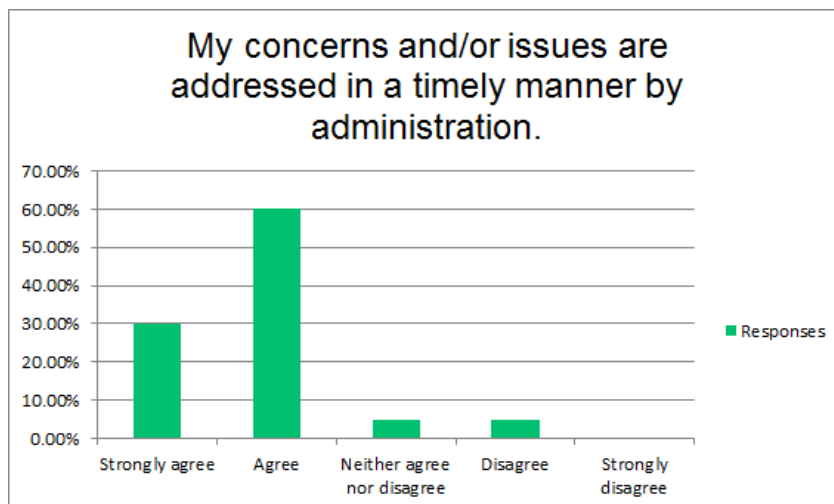
30) I am supported by the administration (principal/dep. principal/GLCs) when I have concerns about a students and/or parents.

Answer Choices	Responses	
Strongly agree	50.00%	10
Agree	45.00%	9
Neither agree nor disagree	5.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Answered	20	
Skipped	0	



31) I am supported by the administration (principal/dep. principal/GLCs)

Answer Choices	Responses	
Strongly agree	30.00%	6
Agree	60.00%	12
Neither agree nor disagree	5.00%	1
Disagree	0.00%	1
Strongly disagree	0.00%	0
Answered	20	
Skipped	0	

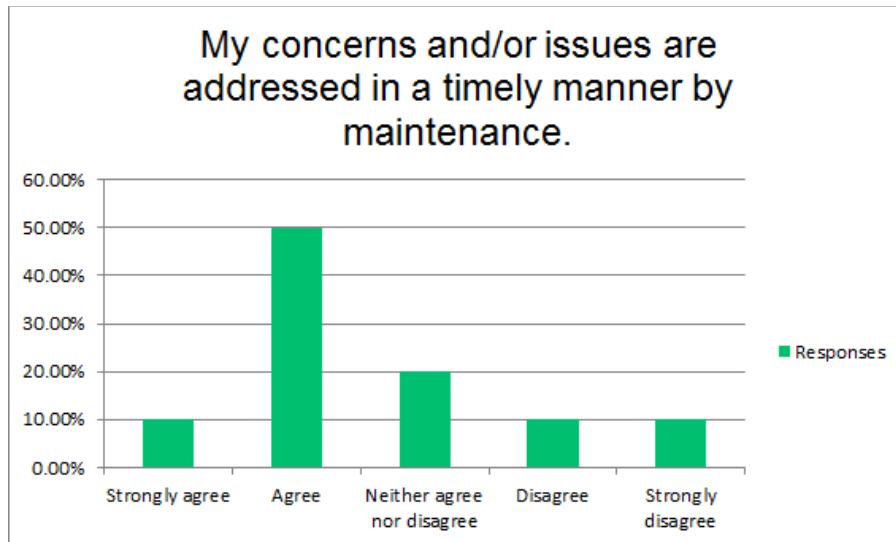


32) My concerns and/or issues are addressed in a timely manner by maintenance.

Answer Choices	Responses	
Strongly agree	10.00%	2
Agree	50.00%	10
Neither agree nor disagree	20.00%	4
Disagree	10.00%	2
Strongly disagree	10.00%	2

Answered 20

Skipped 0

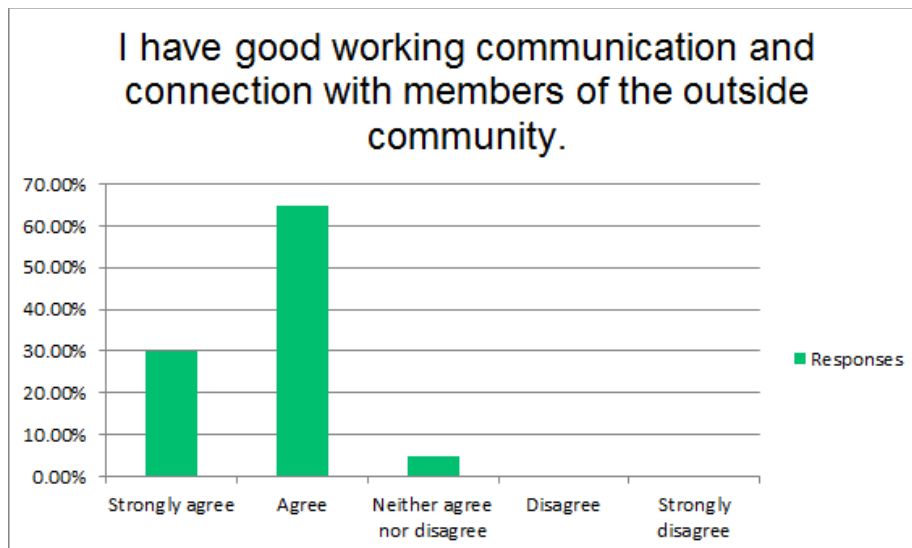


33) I have good working communication and connection with members of the outside community.

Answer Choices	Responses	
Strongly agree	30.00%	6
Agree	65.00%	13
Neither agree nor disagree	5.00%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0

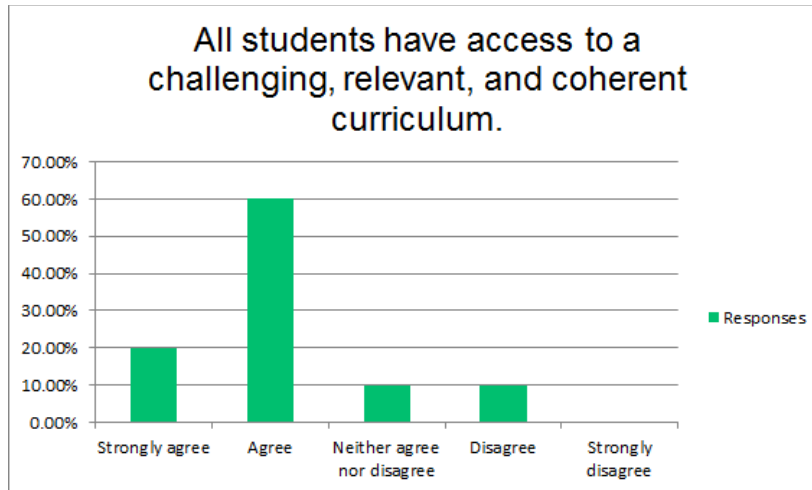
Answered 20

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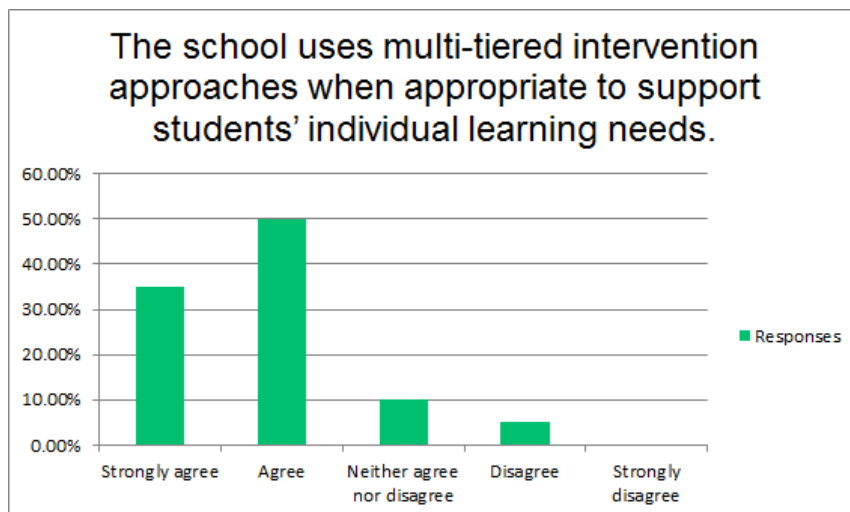
34) All students have access to a challenging, relevant, and coherent curriculum.

Answer Choices	Responses	
Strongly agree	20.00%	4
Agree	60.00%	12
Neither agree nor disagree	10.00%	2
Disagree	10.00%	2
Strongly disagree	0.00%	0
Answered	20	
Skipped	0	



35) The school uses multi-tiered intervention approaches when appropriate to support students' individual learning needs.

Answer Choices	Responses	
Strongly agree	35.00%	7
Agree	50.00%	10
Neither agree nor disagree	10.00%	2
Disagree	5.00%	1
Strongly disagree	0.00%	0
Answered	20	
Skipped	0	



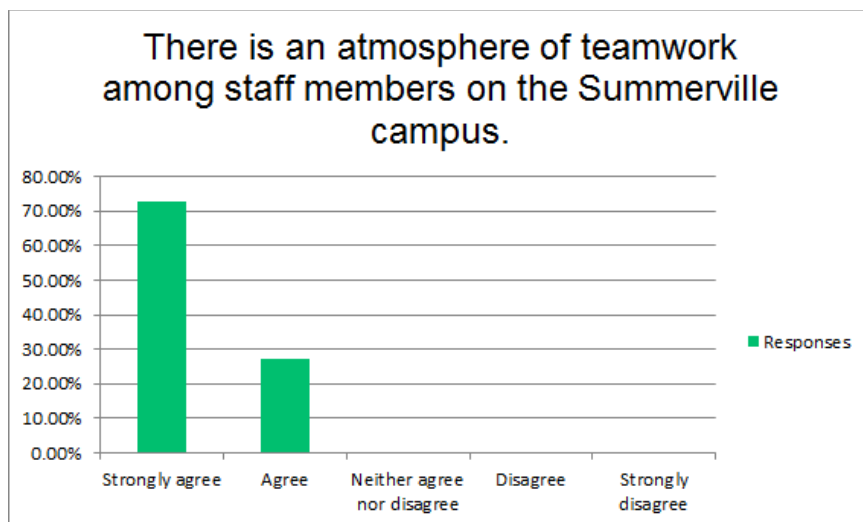
WASC Classified Staff Survey

1) There is an atmosphere of teamwork among staff members on the Summerville campus.

Answer Choices	Responses	
Strongly agree	72.73%	8
Agree	27.27%	3
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

Skipped 0

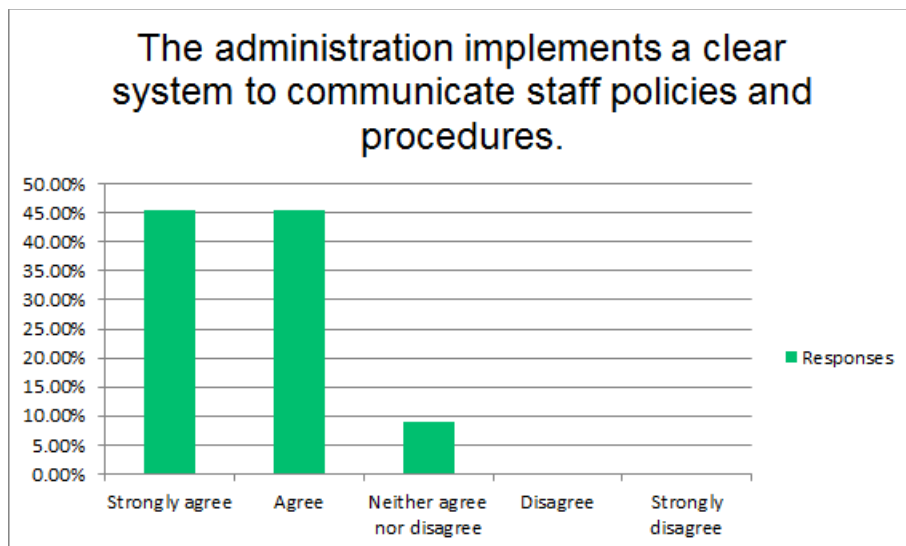


2) The administration implements a clear system to communicate staff policies and procedures.

Answer Choices	Responses	
Strongly agree	45.45%	5
Agree	45.45%	5
Neither agree nor disagree	9.90%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

Skipped 0

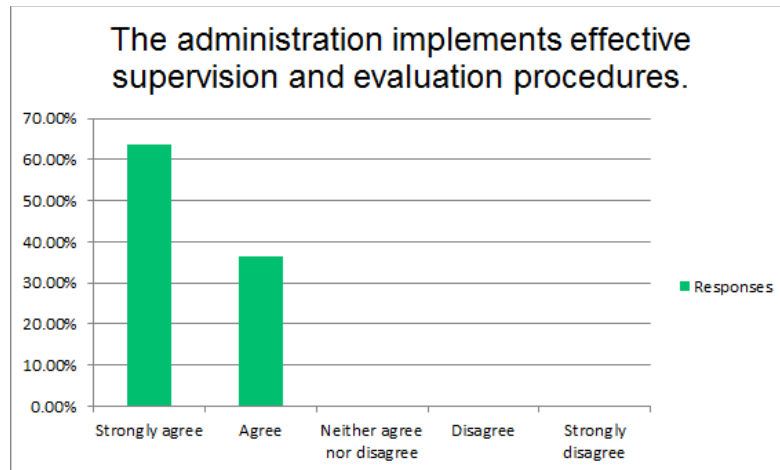


3) **The administration implements effective supervision and evaluation procedures.**

Answer Choices	Responses	
Strongly agree	63.64%	7
Agree	36.36%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

Skipped 0

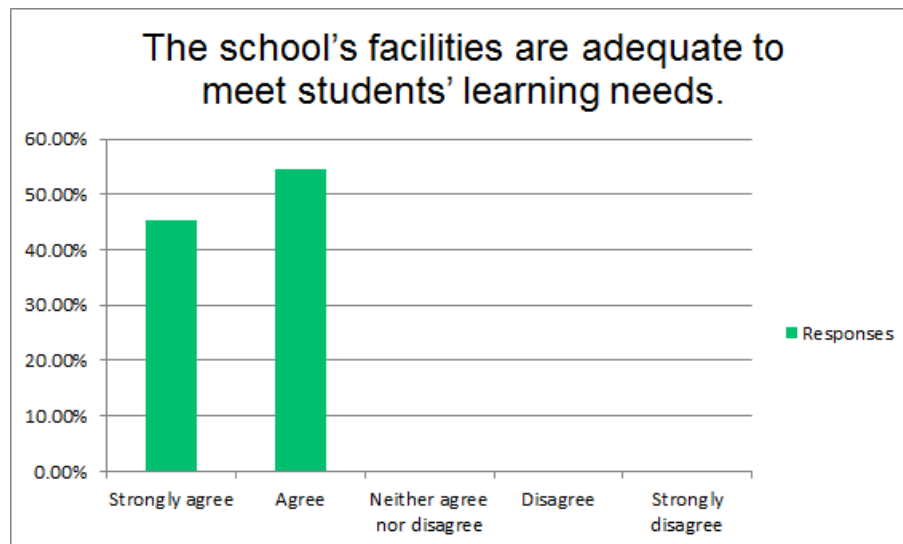


4) **The school's facilities are adequate to meet students' learning needs.**

Answer Choices	Responses	
Strongly agree	45.45%	5
Agree	54.55%	6
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

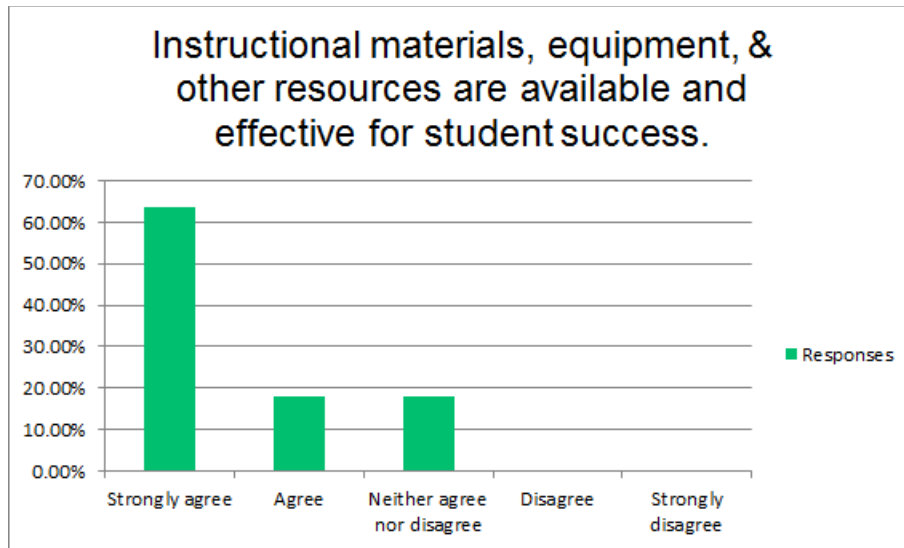
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5) **Instructional materials, equipment, & other resources are available and effective for students success.**

Answer Choices	Responses	
Strongly agree	63.64%	7
Agree	18.18%	2
Neither agree nor disagree	18.18%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0

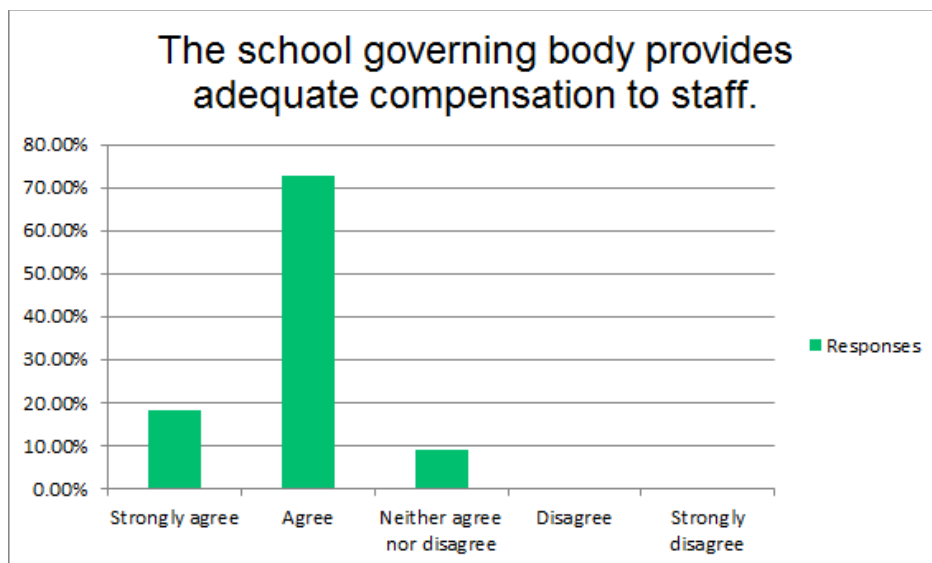
Answered 11
Skipped 0



6) **The school governing body provides adequate compensation to staff.**

Answer Choices	Responses	
Strongly agree	18.18%	2
Agree	73.73%	8
Neither agree nor disagree	9.09%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11
Skipped 0

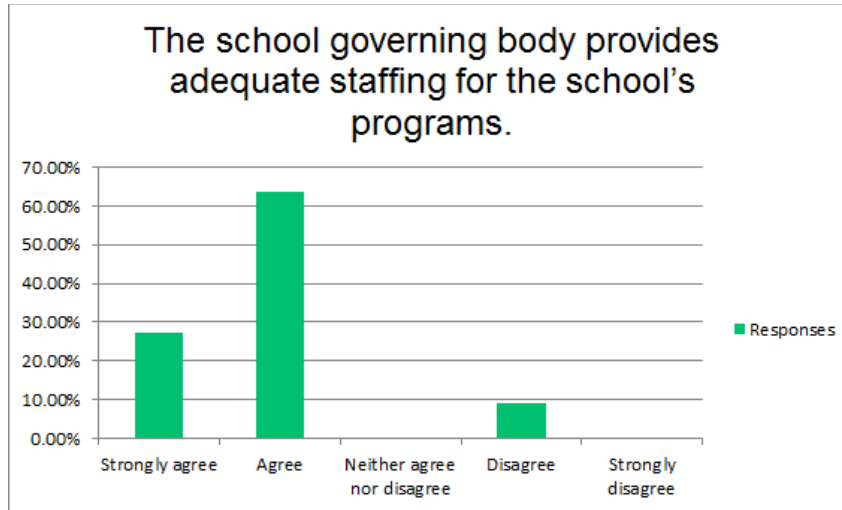


7) **The school governing body provides adequate staffing for the school's programs.**

Answer Choices	Responses	
Strongly agree	27.27%	3
Agree	63.64%	7
Neither agree nor disagree	0.00%	0
Disagree	9.09%	1
Strongly disagree	0.00%	0

Answered 11

Skipped 0

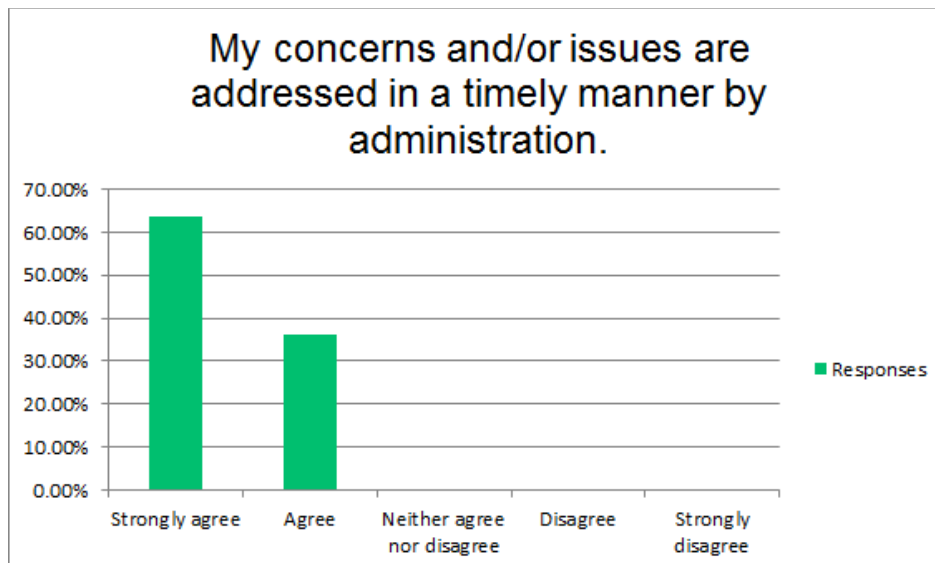


8) **My concerns and/or issues are addressed in a timely manner by administration.**

Answer Choices	Responses	
Strongly agree	63.64%	7
Agree	36.36%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

Skipped 0

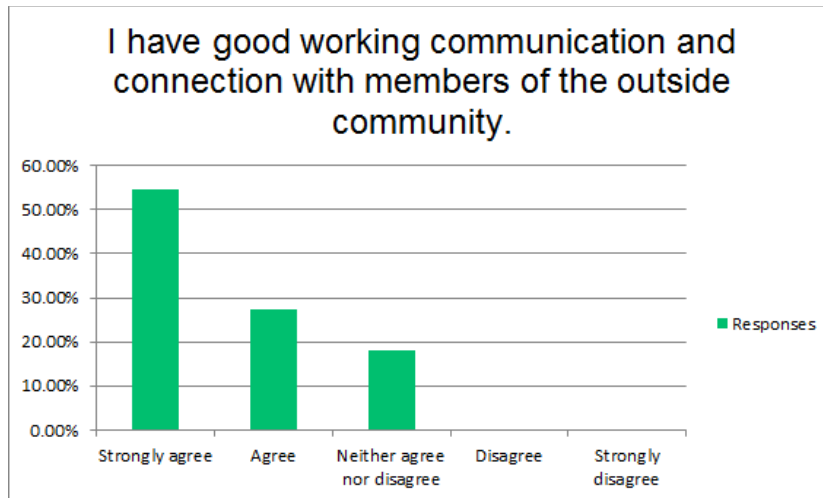


9) **I have a good working communication and connection with members of the outside community.**

Answer Choices	Responses	
Strongly agree	54.55%	6
Agree	27.27%	3
Neither agree nor disagree	18.18%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

Skipped 0



10) **I was provided with a safe, clean, appropriate place to work.**

Answer Choices	Responses	
Strongly agree	63.64%	7
Agree	36.36%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

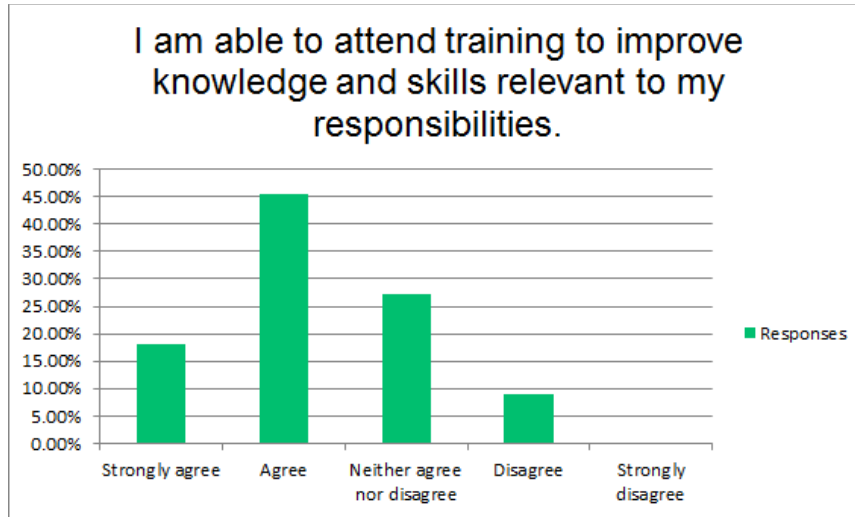
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11) I am able to attend training to improve knowledge and skills relevant to my responsibilities.

Answer Choices	Responses	
Strongly agree	18.18%	2
Agree	45.45%	5
Neither agree nor disagree	27.27%	3
Disagree	9.09%	1
Strongly disagree	0.00%	0

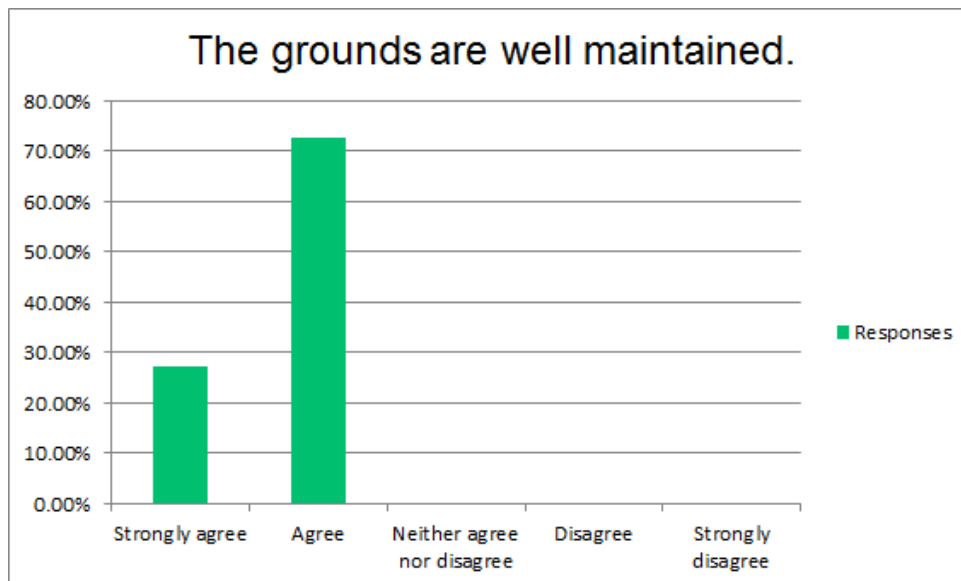
Answered 11
Skipped 0



12) The grounds are well maintained.

Answer Choices	Responses	
Strongly agree	27.27%	3
Agree	72.73%	8
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

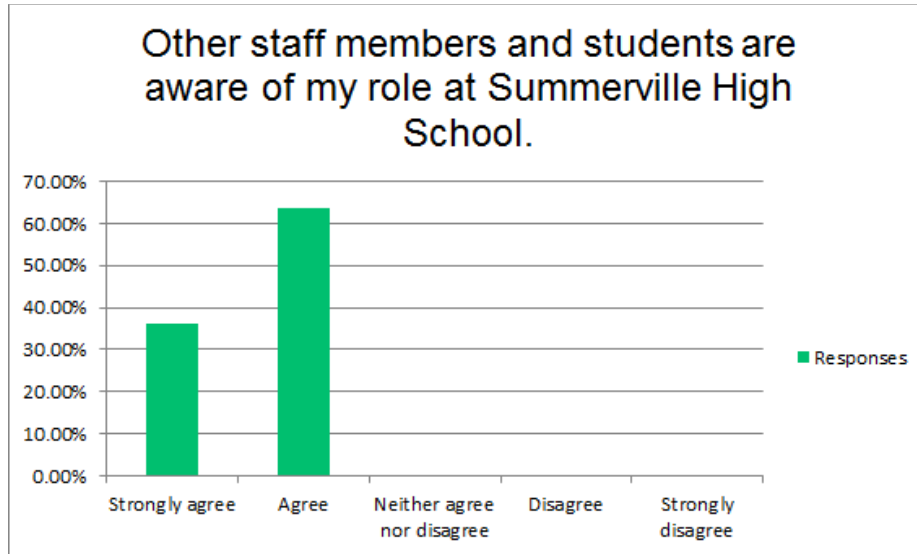
Answered 11
Skipped 0



13) Other staff members and students are aware of my role at Summerville High School.

Answer Choices	Responses	
Strongly agree	36.36%	4
Agree	63.64%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

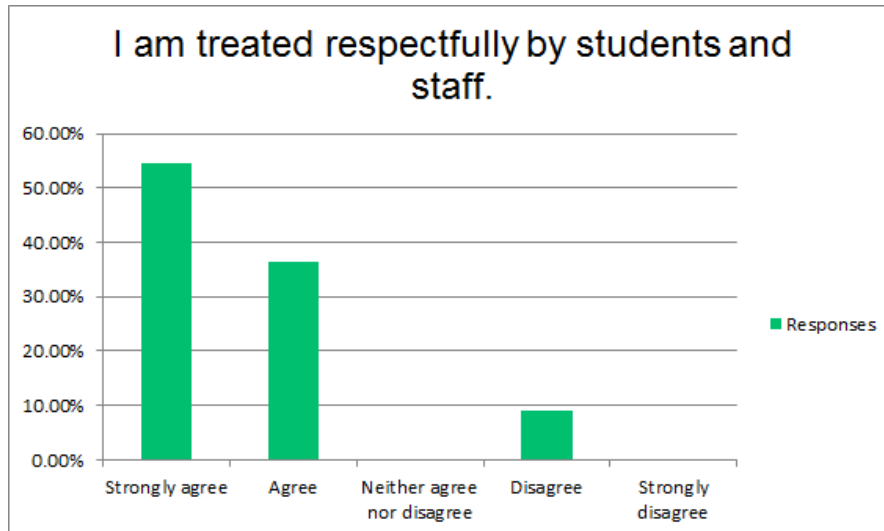
Answered 11
Skipped 0



14) I am treated respectfully by students and staff.

Answer Choices	Responses	
Strongly agree	54.55%	6
Agree	36.36%	4
Neither agree nor disagree	0.00%	0
Disagree	9.09%	1
Strongly disagree	0.00%	0

Answered 11
Skipped 0

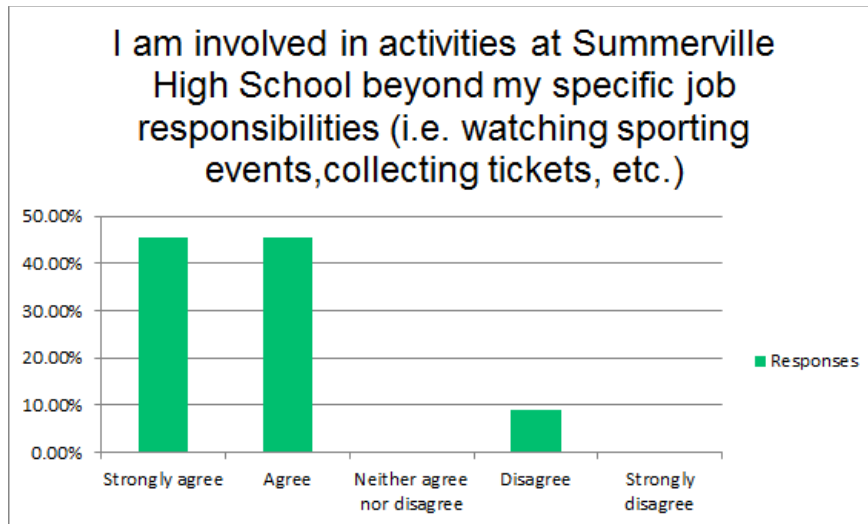


15) I am involved in activities at Summerville High School beyond my specific job responsibilities (i.e. watching sporting events, collecting tickets, etc.)

Answer Choices	Responses	
Strongly agree	45.45%	5
Agree	45.45%	5
Neither agree nor disagree	0.00%	0
Disagree	9.09%	1
Strongly disagree	0.00%	0

Answered 11

Skipped 0

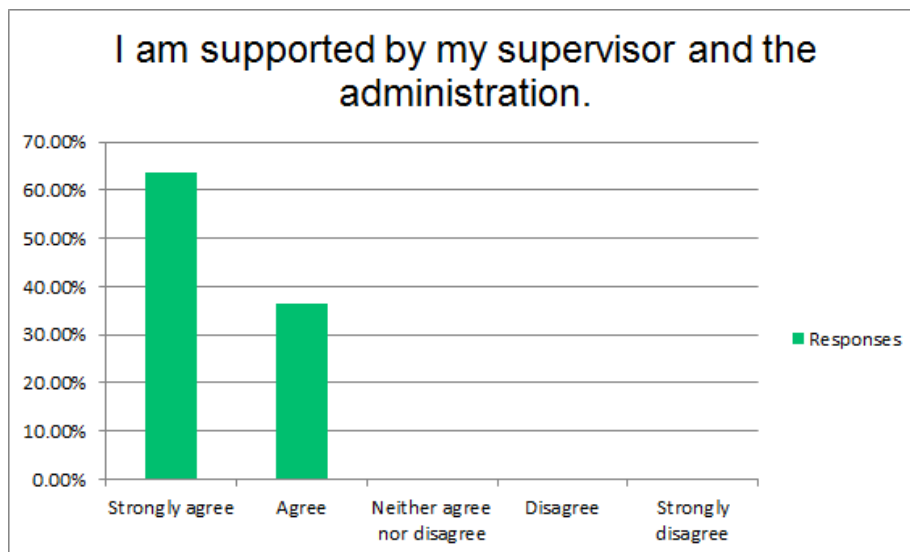


16) I am supported by my supervisors and the administration.

Answer Choices	Responses	
Strongly agree	63.64%	7
Agree	36.36%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0

Answered 11

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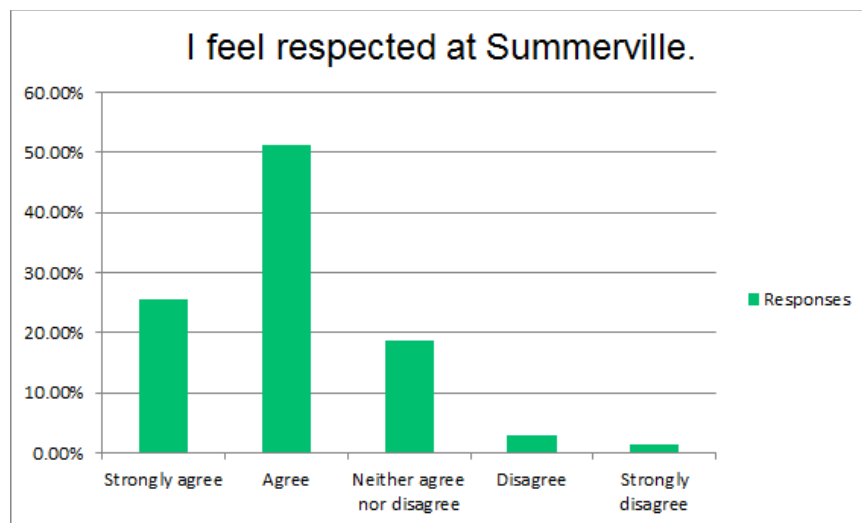


WASC Student Survey

1) I feel respected at Summerville.

Answer Choices	Responses	
Strongly agree	25.62%	135
Agree	51.23%	270
Neither agree nor disagree	18.79%	99
Disagree	2.85%	15
Strongly disagree	1.52%	8

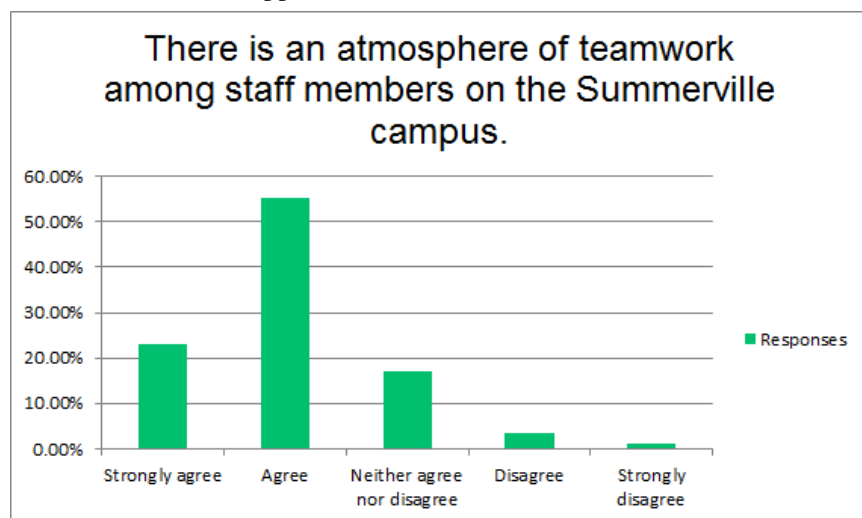
Answered 527
Skipped 0



2) There is an atmosphere of teamwork among staff members on the Summerville campus.

Answer Choices	Responses	
Strongly agree	22.96%	121
Agree	55.22%	291
Neither agree nor disagree	17.08%	90
Disagree	3.61%	19
Strongly disagree	1.14%	6

Answered 527
Skipped 0

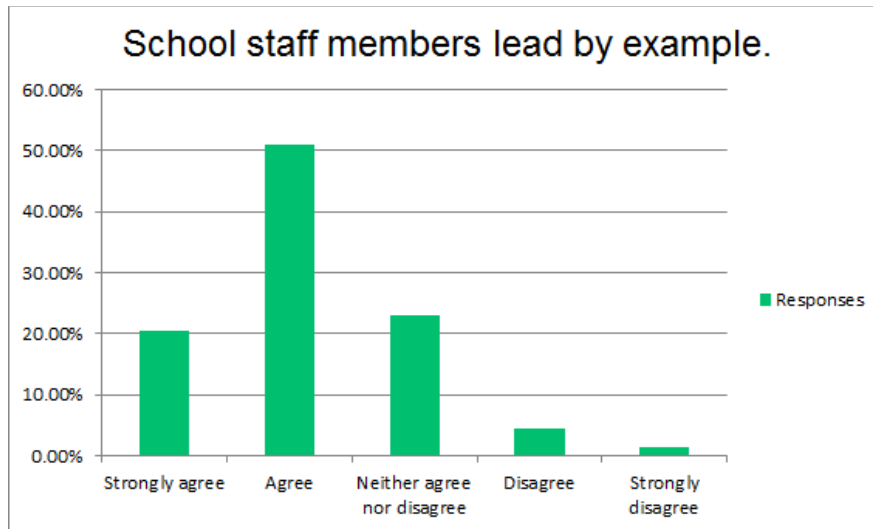


3) **School staff members lead by example.**

Answer Choices	Responses	
Strongly agree	20.49%	108
Agree	50.85%	268
Neither agree nor disagree	22.96%	121
Disagree	4.36%	23
Strongly disagree	1.33%	7

Answered 527

Skipped 0

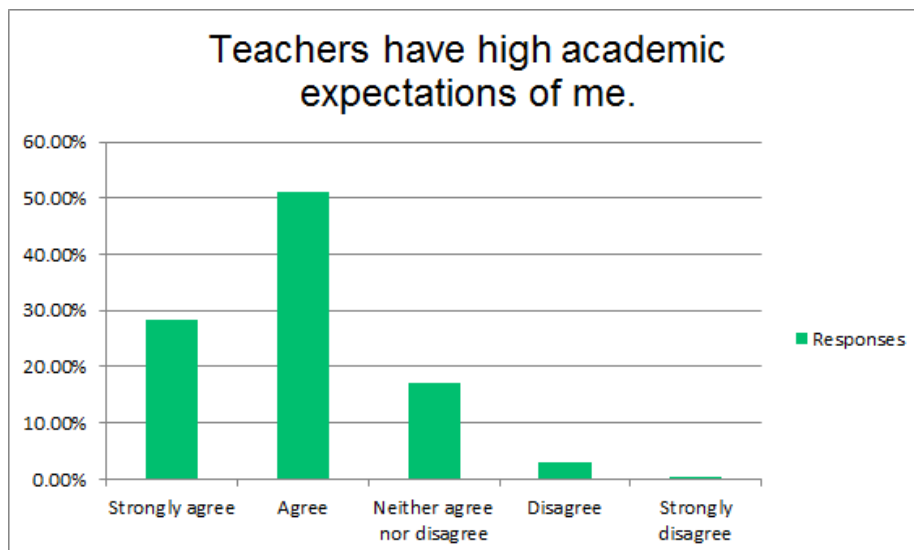


4) **Teachers have high academic expectations of me.**

Answer Choices	Responses	
Strongly agree	28.46%	150
Agree	51.04%	269
Neither agree nor disagree	17.08%	90
Disagree	3.04%	16
Strongly disagree	0.38%	2

Answered 527

Skipped 0

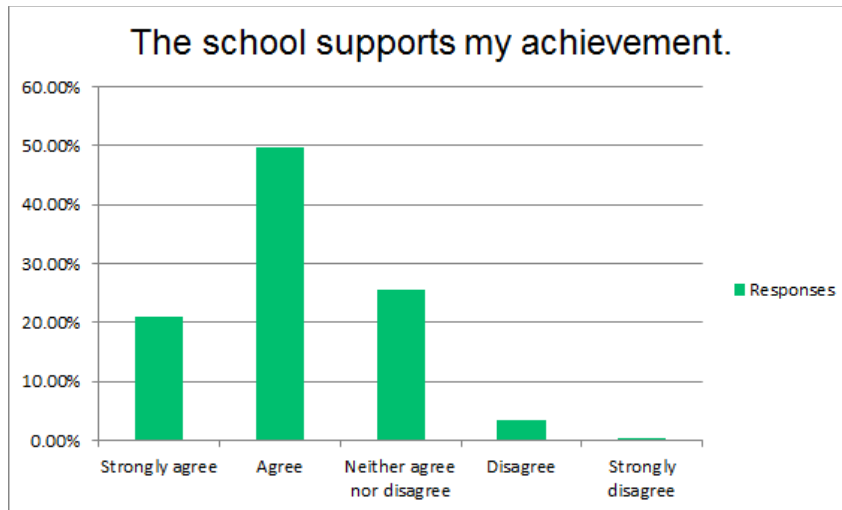


5) **The school supports my achievement.**

Answer Choices	Responses	
Strongly agree	21.06%	111
Agree	49.72%	262
Neither agree nor disagree	25.62%	135
Disagree	3.42%	18
Strongly disagree	0.19%	1

Answered 527

Skipped 0

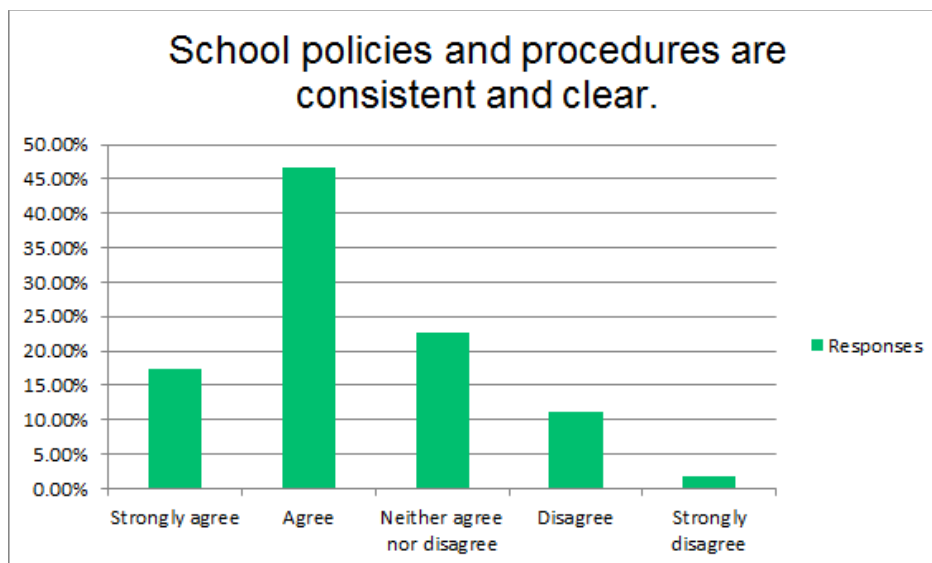


6) **School policies and procedures are consistent and clear.**

Answer Choices	Responses	
Strongly agree	17.46%	92
Agree	46.68%	246
Neither agree nor disagree	22.77%	120
Disagree	11.20%	59
Strongly disagree	1.90%	10

Answered 527

Skipped 0

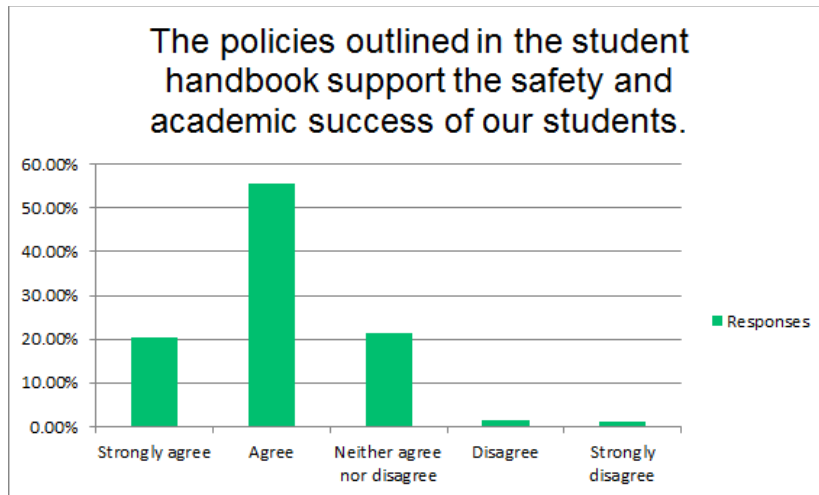


7) **The policies outlined in the student handbook supports the safety and academic success of our students.**

Answer Choices	Responses	
Strongly agree	20.49%	108
Agree	55.41%	292
Neither agree nor disagree	21.44%	113
Disagree	1.52%	8
Strongly disagree	1.14%	6

Answered 527

Skipped 0

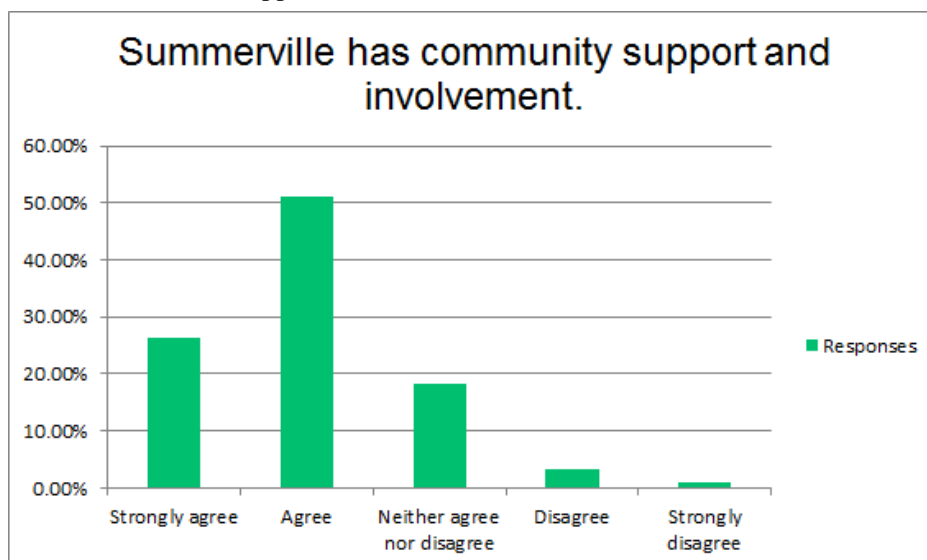


8) **Summerville has community support and involvement.**

Answer Choices	Responses	
Strongly agree	26.38%	139
Agree	51.04%	269
Neither agree nor disagree	18.22%	96
Disagree	3.42%	18
Strongly disagree	0.95%	5

Answered 527

Skipped 0

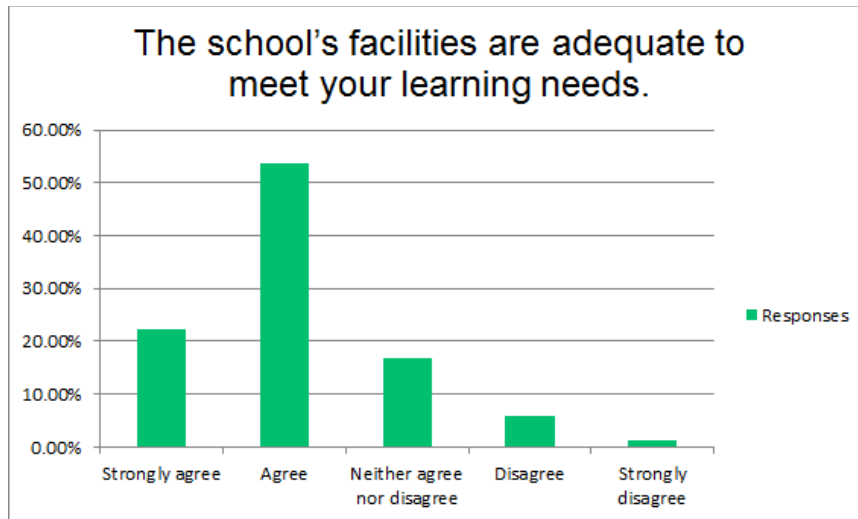


9) **The school's facilities are adequate to meet your learning needs.**

Answer Choices	Responses	
Strongly agree	22.20%	117
Agree	53.70%	283
Neither agree nor disagree	16.89%	89
Disagree	5.88%	31
Strongly disagree	1.33%	7

Answered 527

Skipped 0

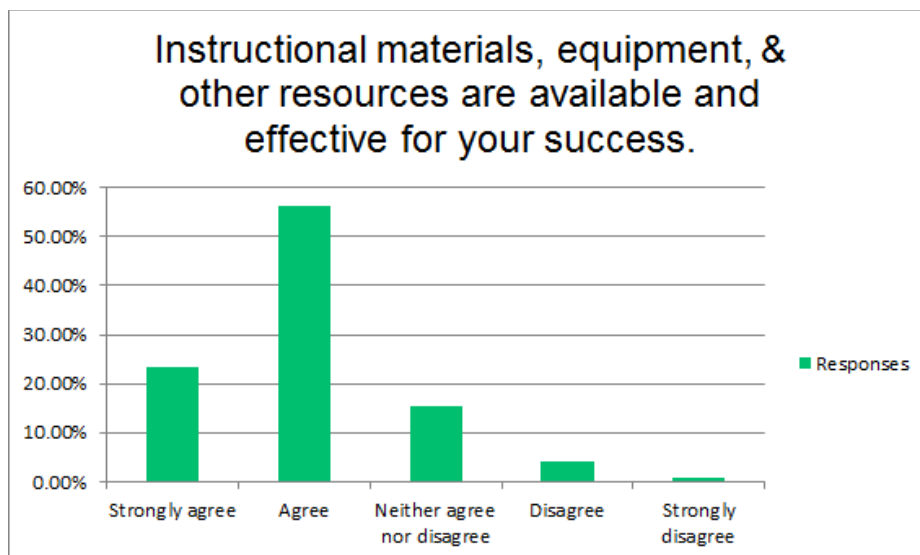


10) **Instructional materials, equipment, & other resources are available and effective for your success.**

Answer Choices	Responses	
Strongly agree	23.53%	124
Agree	56.17%	296
Neither agree nor disagree	15.37%	81
Disagree	4.17%	22
Strongly disagree	0.76%	4

Answered 527

Skipped 0

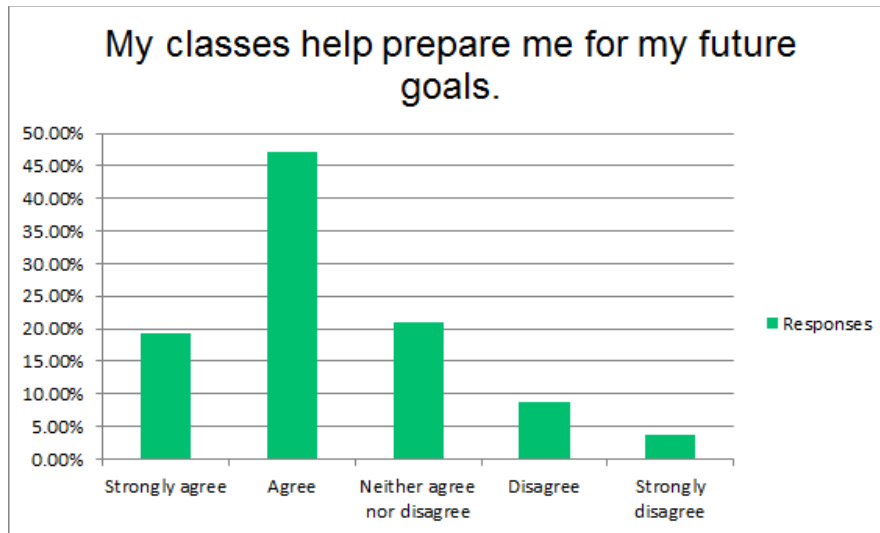


11) My classes help prepare me for my future goals.

Answer Choices	Responses	
Strongly agree	19.35%	101
Agree	47.13%	246
Neither agree nor disagree	21.07%	110
Disagree	8.81%	46
Strongly disagree	3.64%	19

Answered 527

Skipped 0

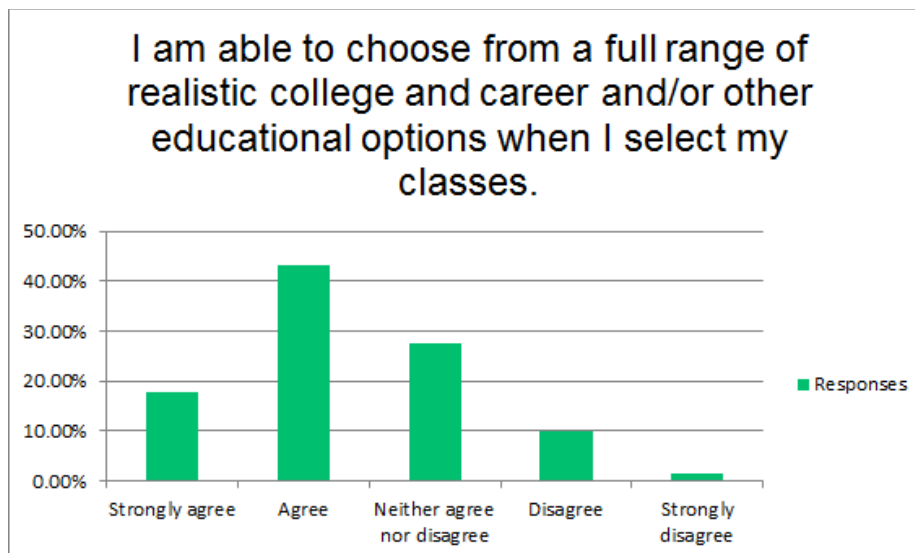


12) I am able to choose from a full range of realistic college and career and/or other educational options when I selected my classes.

Answer Choices	Responses	
Strongly agree	17.62%	92
Agree	43.30%	226
Neither agree nor disagree	27.59%	144
Disagree	9.96%	52
Strongly disagree	1.53%	8

Answered 527

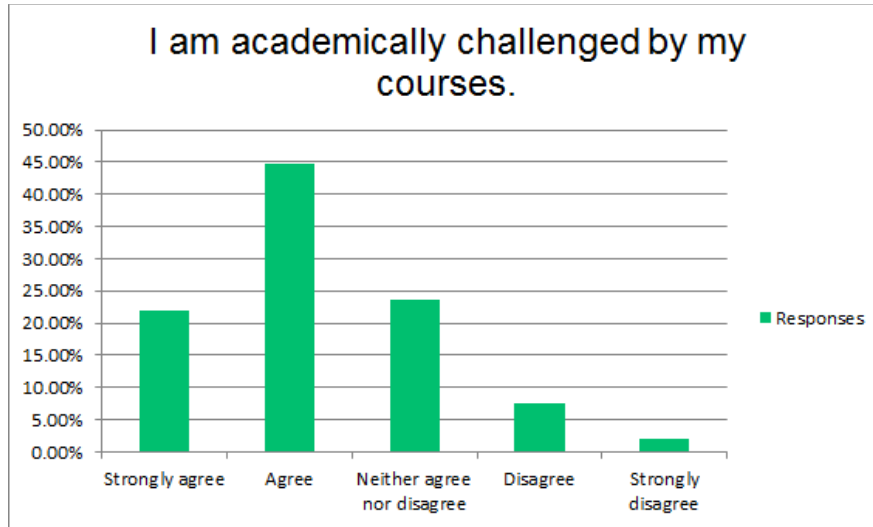
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13) I am academically challenged by my courses.

Answer Choices	Responses	
Strongly agree	21.84%	114
Agree	44.83%	234
Neither agree nor disagree	23.56%	123
Disagree	7.66%	40
Strongly disagree	2.11%	11

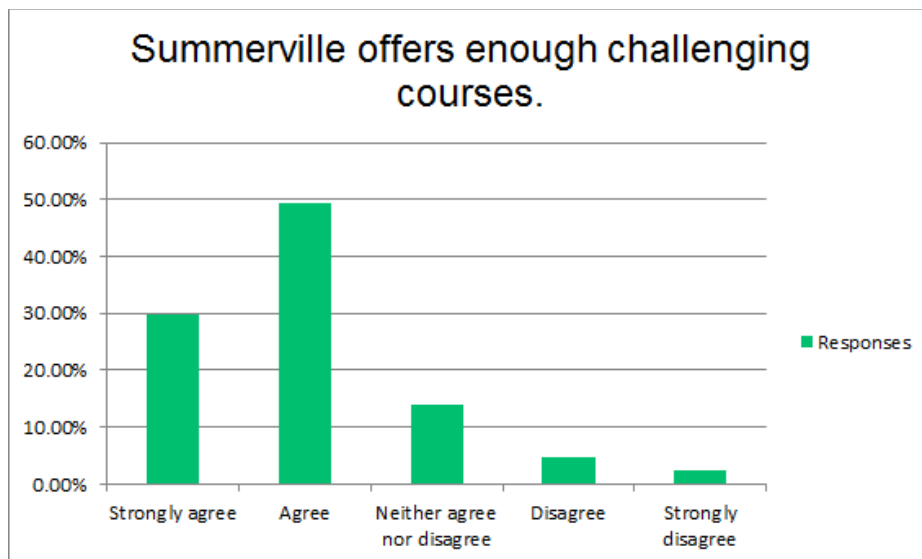
Answered 527
Skipped 0



14) Summerville offers enough challenging courses.

Answer Choices	Responses	
Strongly agree	26.69%	155
Agree	49.23%	257
Neither agree nor disagree	13.98%	73
Disagree	4.60%	24
Strongly disagree	2.49%	13

Answered 527
Skipped 0

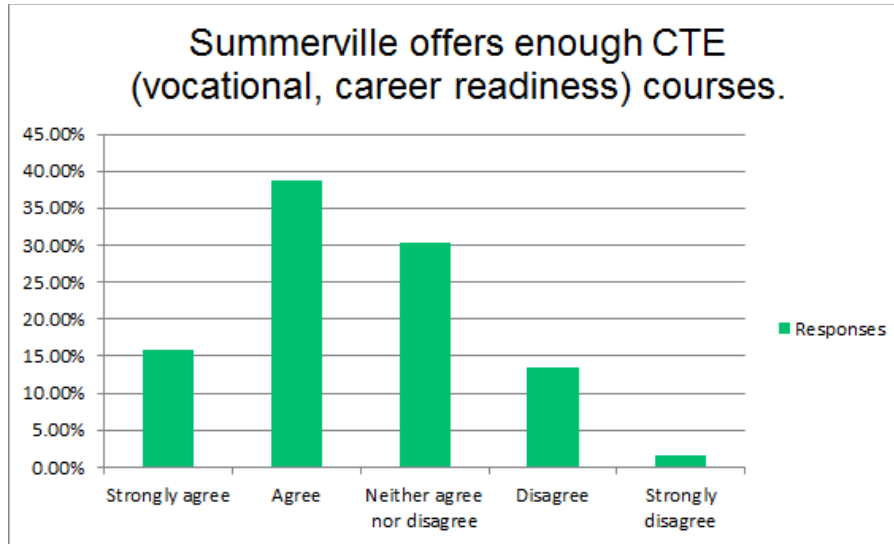


15) Summerville offers enough CTE (vocational, career readiness) courses.

Answer Choices	Responses	
Strongly agree	15.90%	83
Agree	38.70%	202
Neither agree nor disagree	30.27%	158
Disagree	13.41%	70
Strongly disagree	1.72%	9

Answered 527

Skipped 0

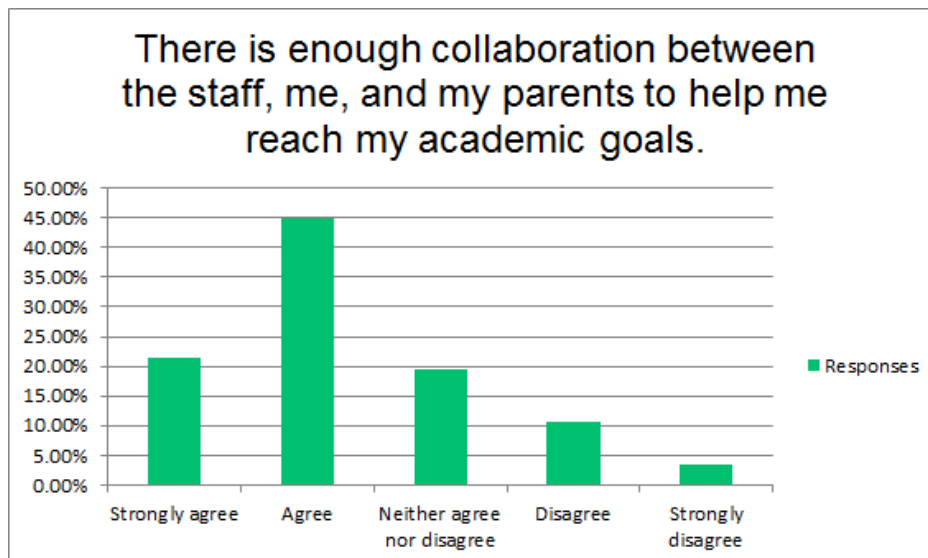


16) There is enough collaboration between the staff, me, and my parents to help me reach my academic goals.

Answer Choices	Responses	
Strongly agree	21.46%	112
Agree	45.02%	235
Neither agree nor disagree	19.54%	102
Disagree	10.54%	55
Strongly disagree	3.45%	18

Answered 527

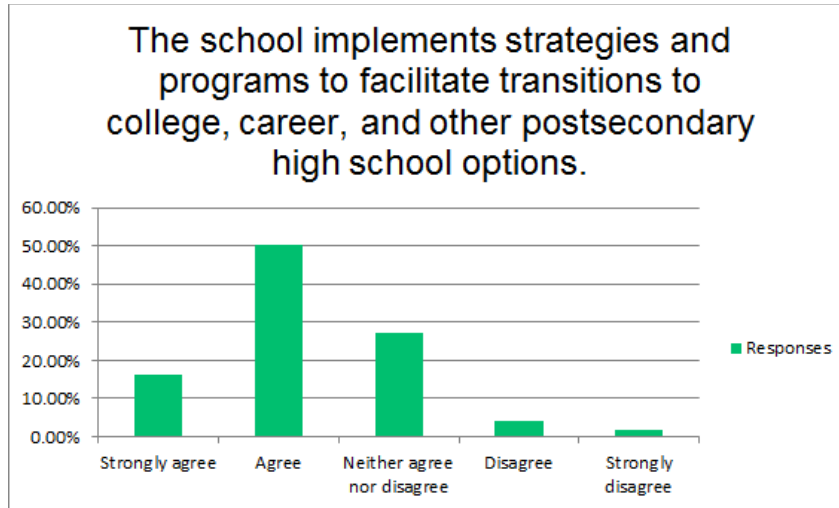
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17) The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Answer Choices	Responses	
Strongly agree	16.09%	84
Agree	50.38%	263
Neither agree nor disagree	27.39%	143
Disagree	4.21%	22
Strongly disagree	1.92%	10

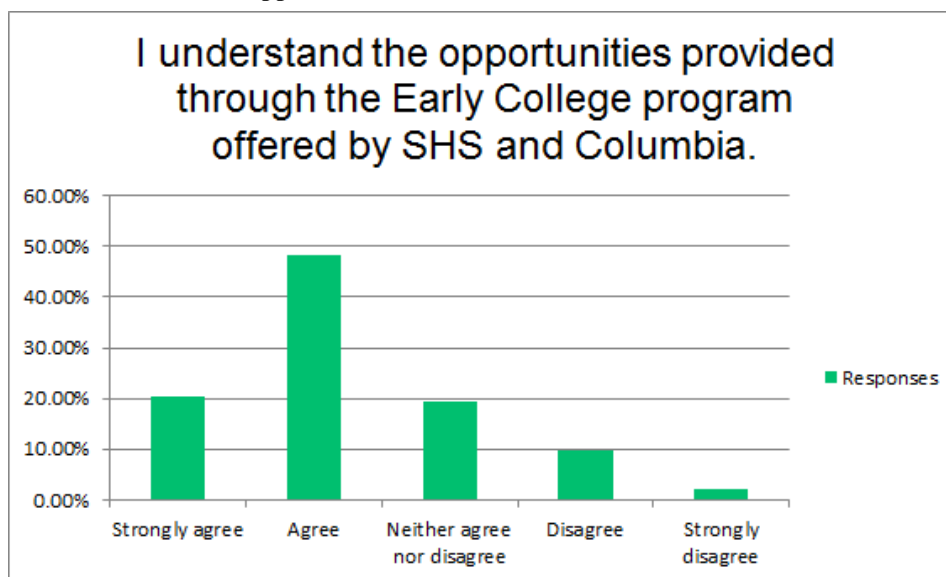
Answered 527
Skipped 0



18) I understand the opportunities provided through the Early College program offered by SHS and Columbia.

Answer Choices	Responses	
Strongly agree	20.50%	107
Agree	48.28%	252
Neither agree nor disagree	19.35%	101
Disagree	9.77%	51
Strongly disagree	2.11%	11

Answered 527
Skipped 0

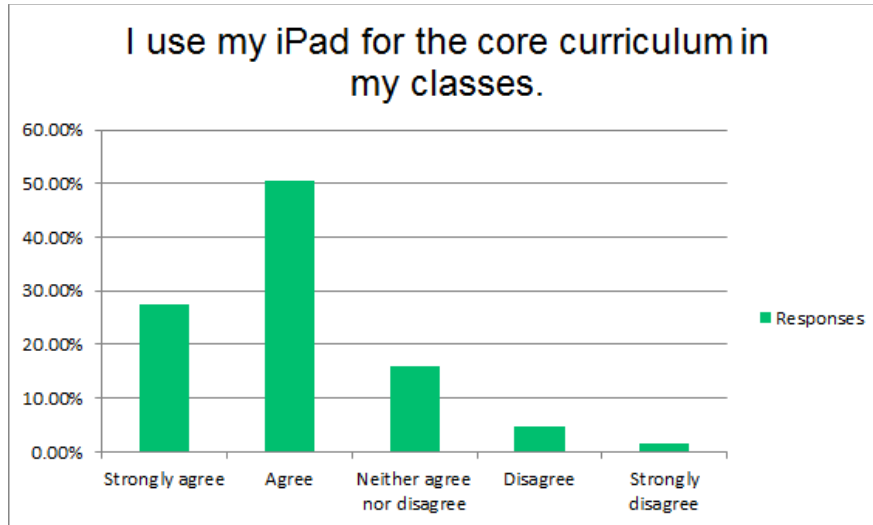


19) I use my iPad for the core curriculum in my classes.

Answer Choices	Responses	
Strongly agree	27.39%	143
Agree	50.57%	264
Neither agree nor disagree	15.90%	83
Disagree	4.60%	24
Strongly disagree	1.53%	8

Answered 527

Skipped 0

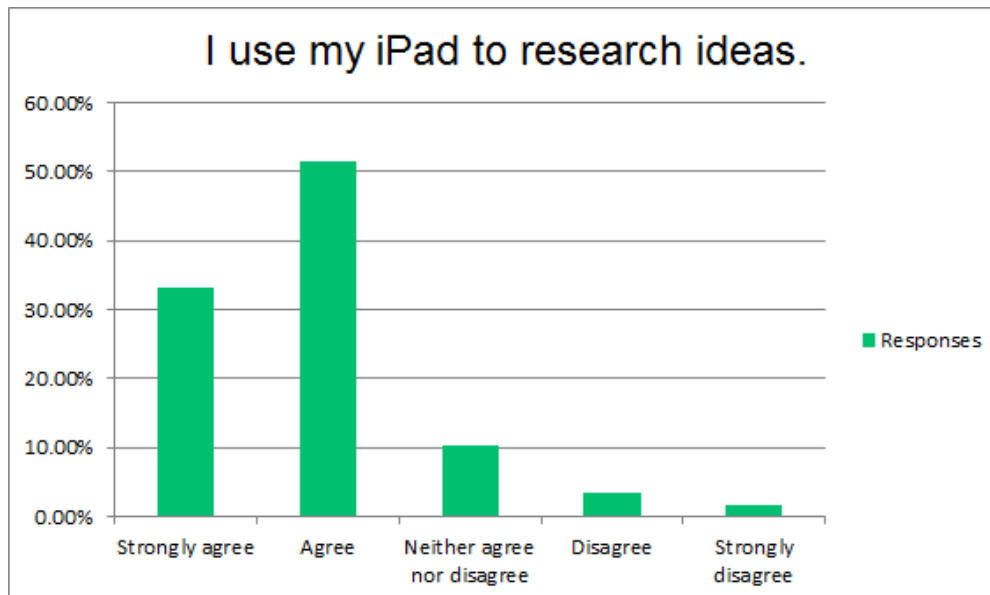


20) I use my iPad to research ideas.

Answer Choices	Responses	
Strongly agree	33.14%	173
Agree	51.34%	268
Neither agree nor disagree	10.34%	54
Disagree	3.45%	18
Strongly disagree	1.72%	9

Answered 527

Skipped 0

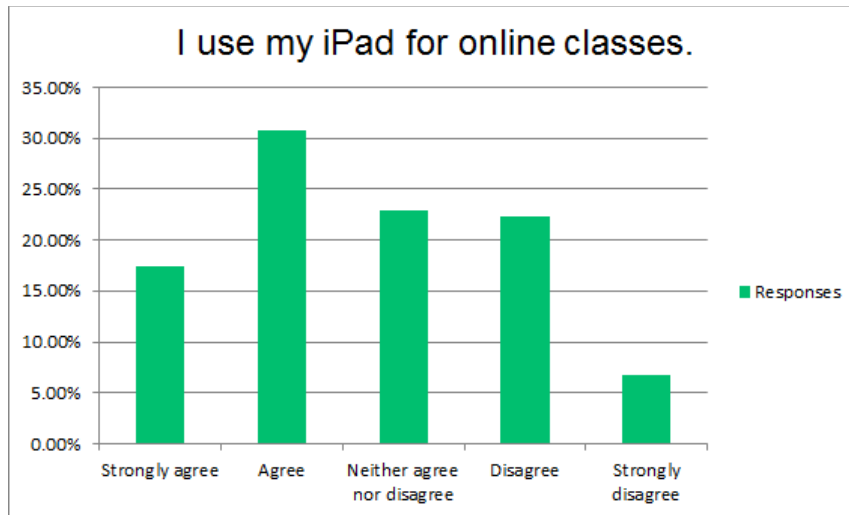


21) I use my iPad for online classes.

Answer Choices	Responses	
Strongly agree	17.47%	91
Agree	30.71%	160
Neither agree nor disagree	22.84%	119
Disagree	3.45%	116
Strongly disagree	1.72%	9

Answered 521

Skipped 6

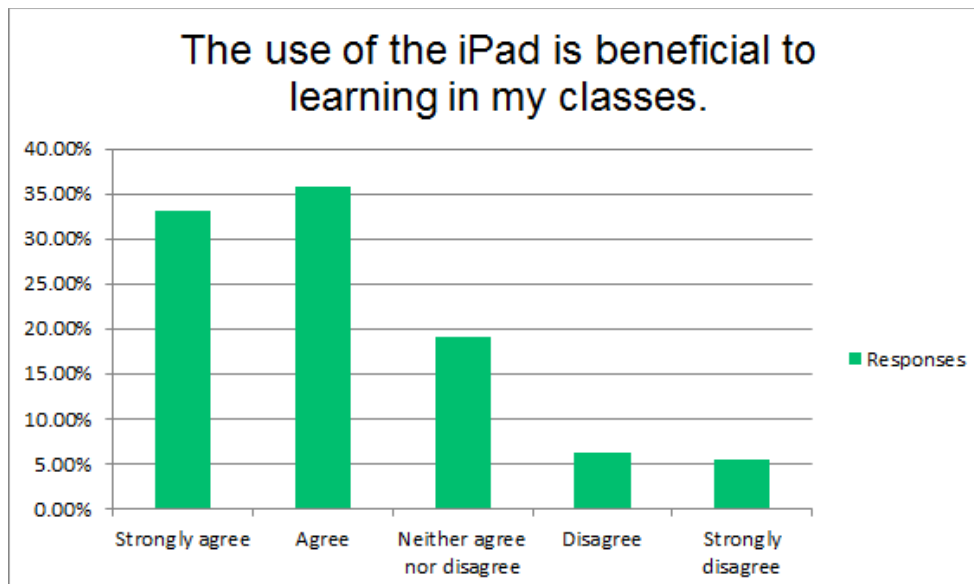


22) The use of the iPad is beneficial to learning in my classes.

Answer Choices	Responses	
Strongly agree	33.14%	173
Agree	35.82%	187
Neither agree nor disagree	19.16%	100
Disagree	6.32%	33
Strongly disagree	5.56%	29

Answered 521

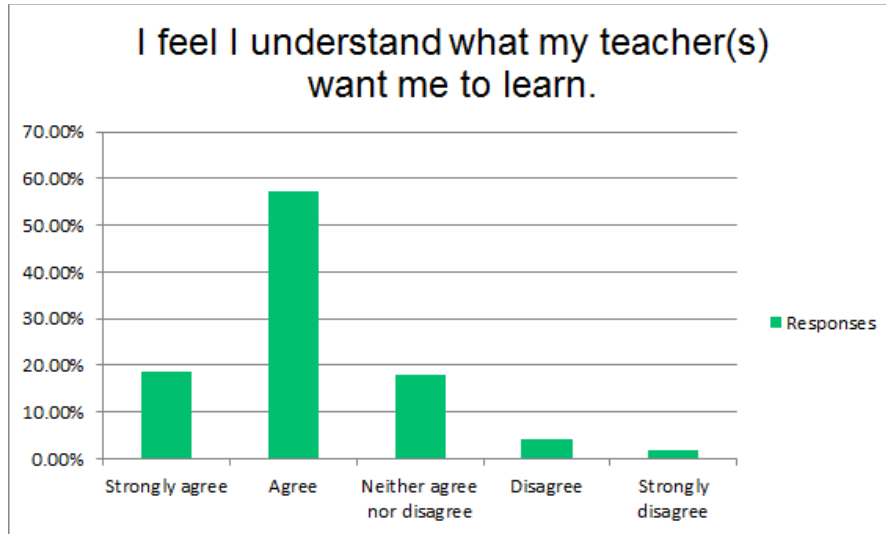
Skipped 6



23) I feel I understand what my teacher(s) want me to learn.

Answer Choices	Responses	
Strongly agree	18.69%	97
Agree	57.23%	297
Neither agree nor disagree	18.11%	94
Disagree	4.24%	22
Strongly disagree	1.73%	9

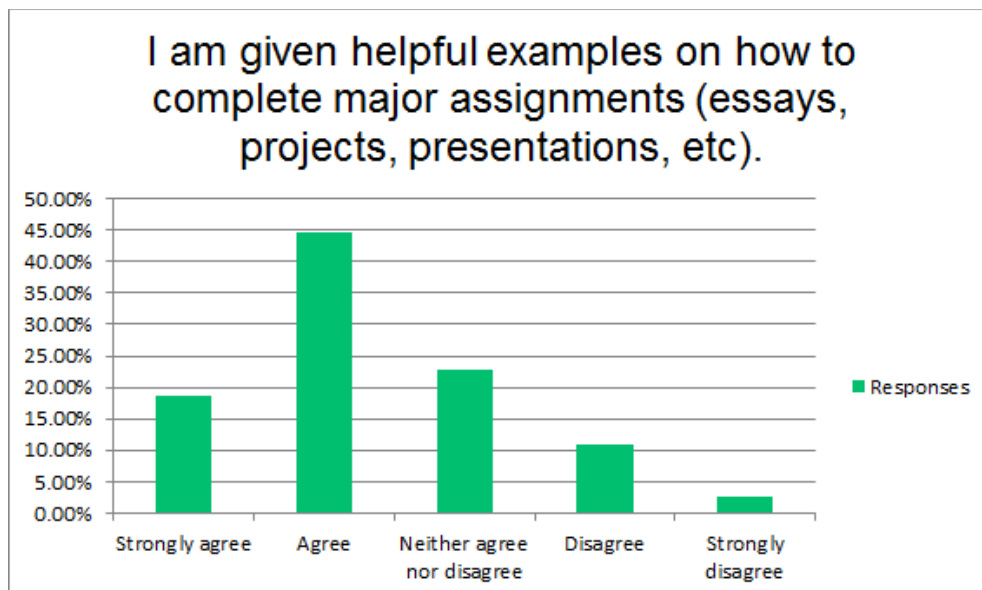
Answered 519
Skipped 8



24) I am given helpful examples on how to complete major assignments (essays, projects, presentations, etc).

Answer Choices	Responses	
Strongly agree	18.69%	97
Agree	44.70%	232
Neither agree nor disagree	22.93%	119
Disagree	10.98%	57
Strongly disagree	2.70%	14

Answered 519
Skipped 8

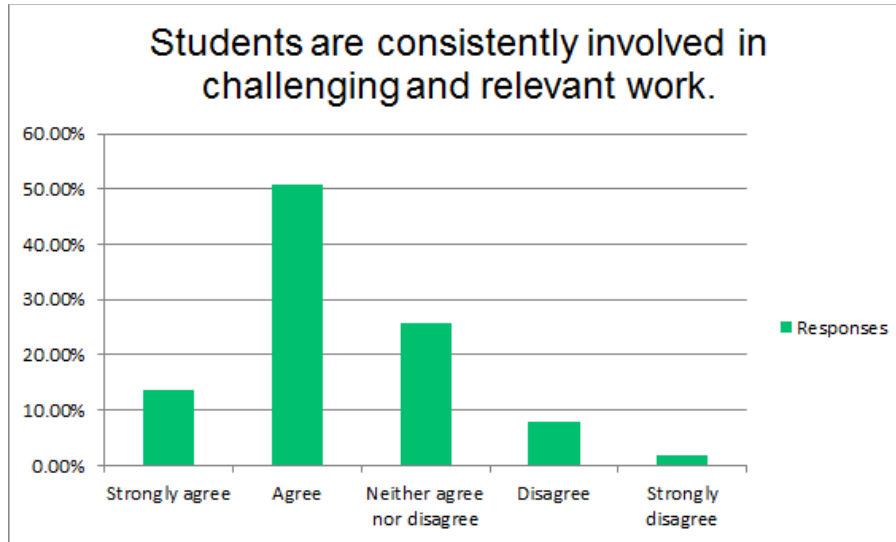


25) Students are consistently involved in challenging and relevant work.

Answer Choices	Responses	
Strongly agree	13.68%	71
Agree	50.67%	263
Neither agree nor disagree	25.82%	134
Disagree	7.90%	41
Strongly disagree	1.93%	10

Answered 519

Skipped 8

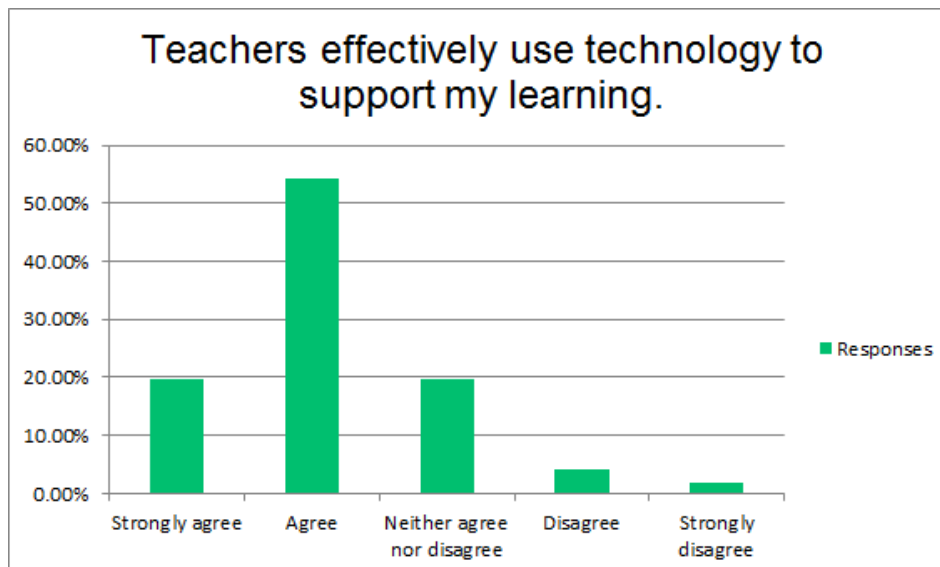


26) Teachers effectively use technology to support my learning.

Answer Choices	Responses	
Strongly agree	19.65%	102
Agree	54.34%	282
Neither agree nor disagree	19.85%	103
Disagree	4.24%	22
Strongly disagree	1.93%	10

Answered 519

Skipped 8

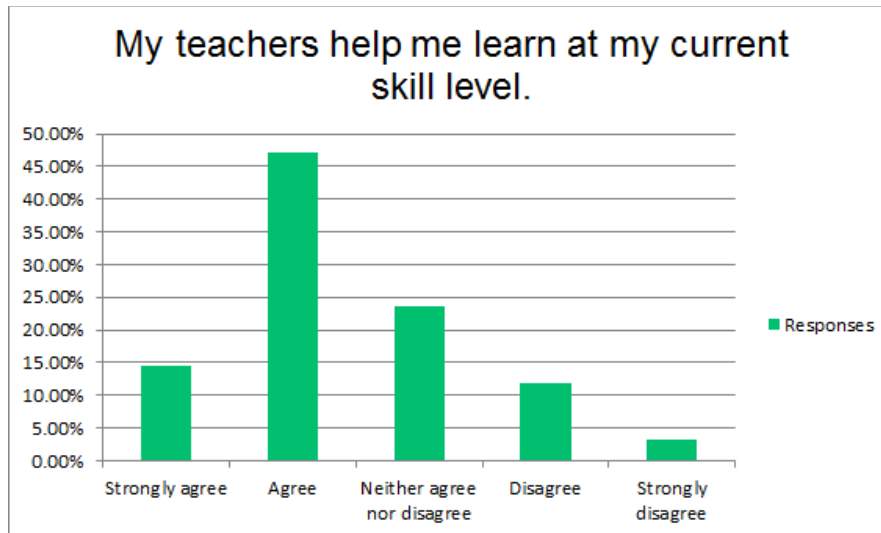


27) My teachers help me learn at my current skill level.

Answer Choices	Responses	
Strongly agree	14.45%	75
Agree	47.01%	244
Neither agree nor disagree	23.51%	122
Disagree	11.75%	61
Strongly disagree	3.28%	17

Answered 519

Skipped 8

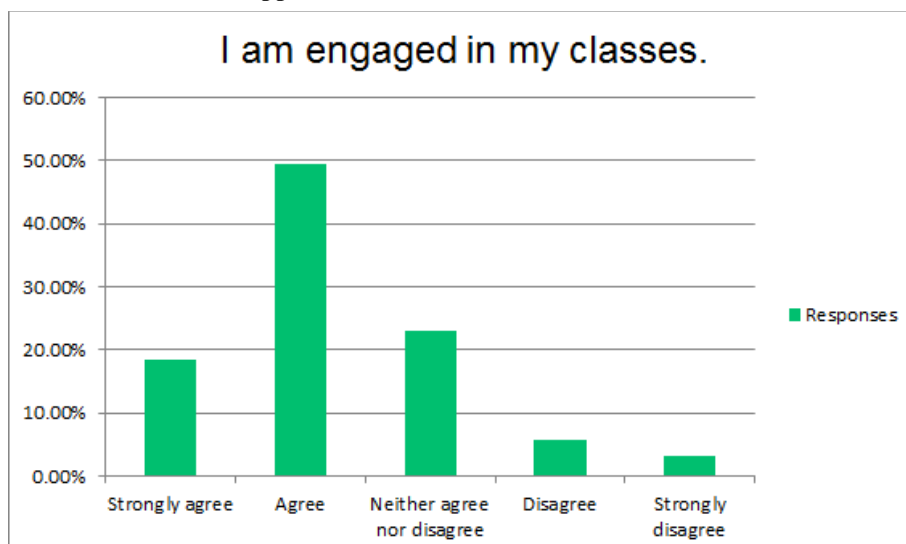


28) I am engaged in my classes.

Answer Choices	Responses	
Strongly agree	18.50%	96
Agree	49.52%	257
Neither agree nor disagree	23.12%	120
Disagree	5.78%	30
Strongly disagree	3.08%	16

Answered 519

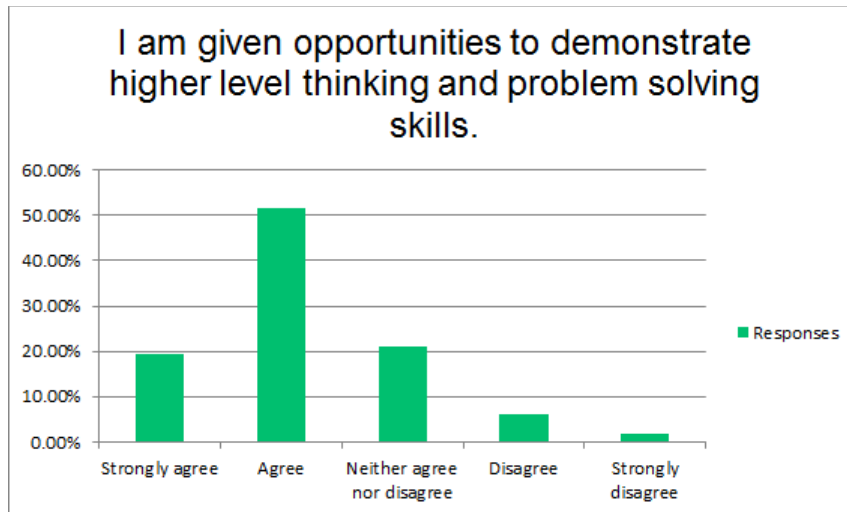
Skipped 8



29) I am given opportunities to demonstrate high level thinking and problem solving skills.

Answer Choices	Responses	
Strongly agree	19.46%	101
Agree	51.64%	268
Neither agree nor disagree	21.00%	109
Disagree	6.17%	32
Strongly disagree	1.73%	9

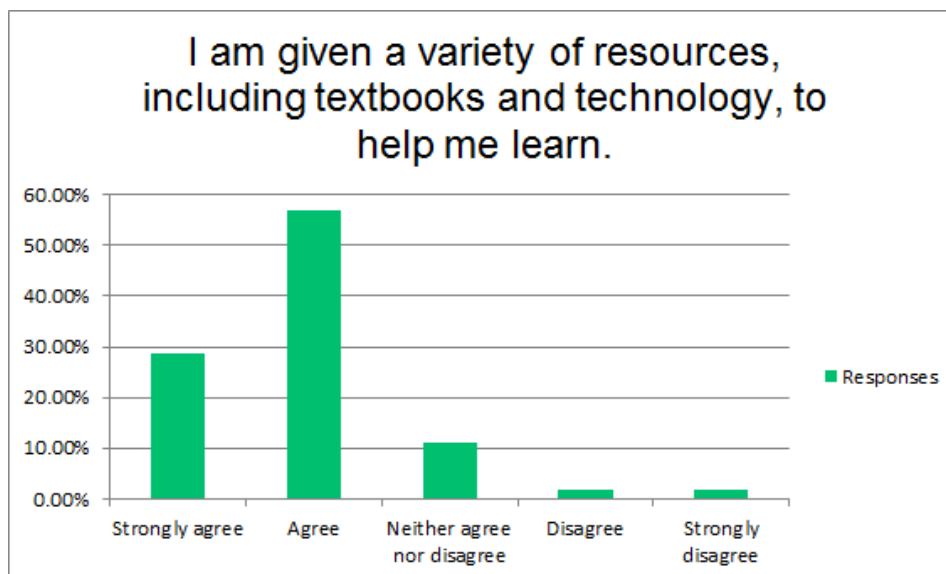
Answered 519
Skipped 8



30) I am given a variety of resources, including textbooks and technology, to help me learn.

Answer Choices	Responses	
Strongly agree	28.71%	149
Agree	56.84%	295
Neither agree nor disagree	10.98%	57
Disagree	1.73%	9
Strongly disagree	1.73%	9

Answered 519
Skipped 8

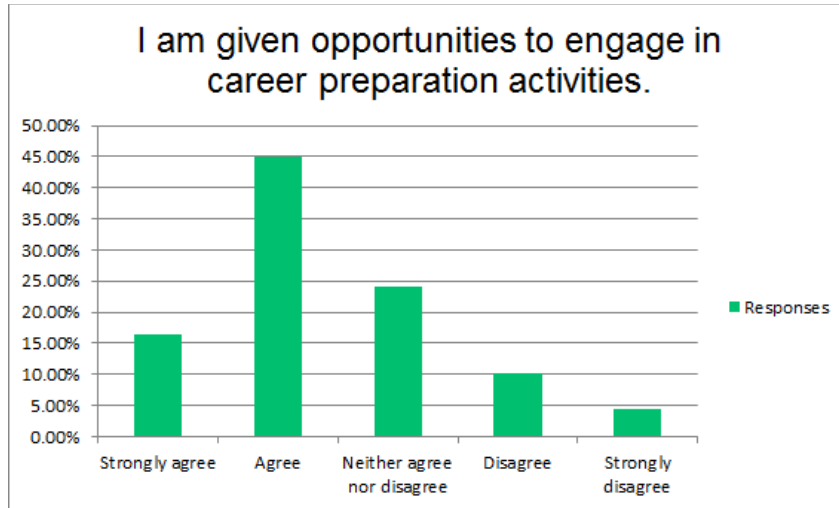


31) I am given opportunities to engage in career preparation activities.

Answer Choices	Responses	
Strongly agree	16.34%	84
Agree	44.94%	231
Neither agree nor disagree	24.12%	124
Disagree	10.12%	52
Strongly disagree	4.47%	23

Answered 514

Skipped 13

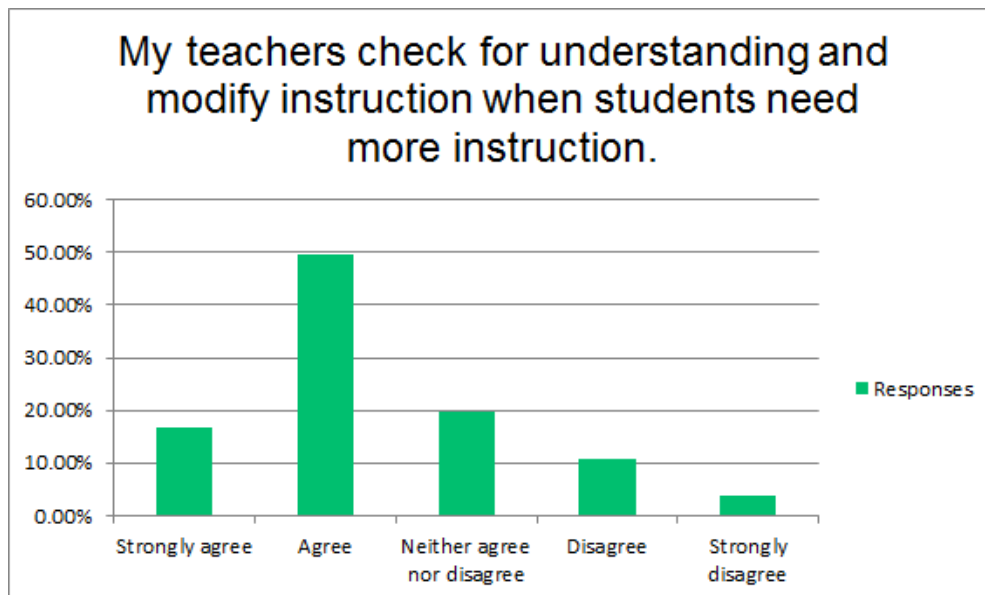


32) My teachers check for understanding and modify instruction when students need more instruction.

Answer Choices	Responses	
Strongly agree	16.60%	86
Agree	49.42%	256
Neither agree nor disagree	19.69%	102
Disagree	10.62%	55
Strongly disagree	3.67%	19

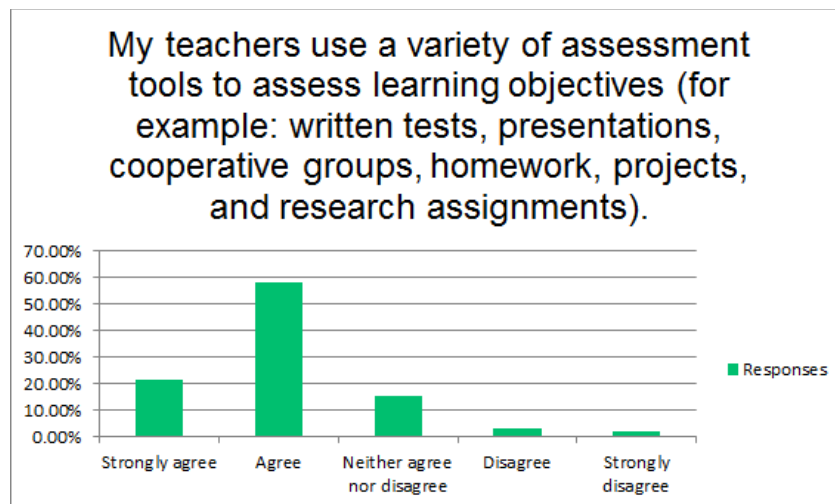
Answered 518

Skipped 9



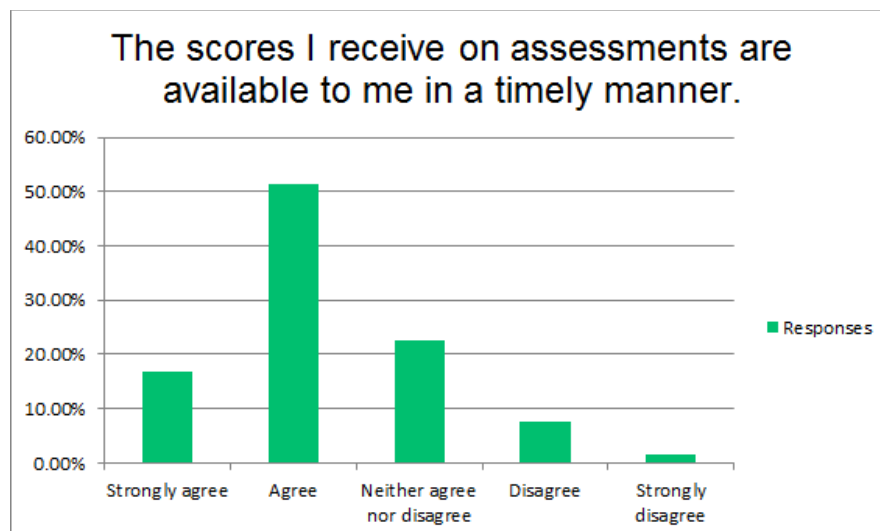
33) My teachers use a variety of assessment tools to assess learning objectives (for example: written tests, presentations, cooperative groups, homework, projects, and research assignments).

Answer Choices	Responses	
Strongly agree	21.62%	112
Agree	57.92%	300
Neither agree nor disagree	15.25%	79
Disagree	3.09%	16
Strongly disagree	2.12%	11
Answered	518	
Skipped	9	



34) The scores I receive on assessments are available to me in a timely manner.

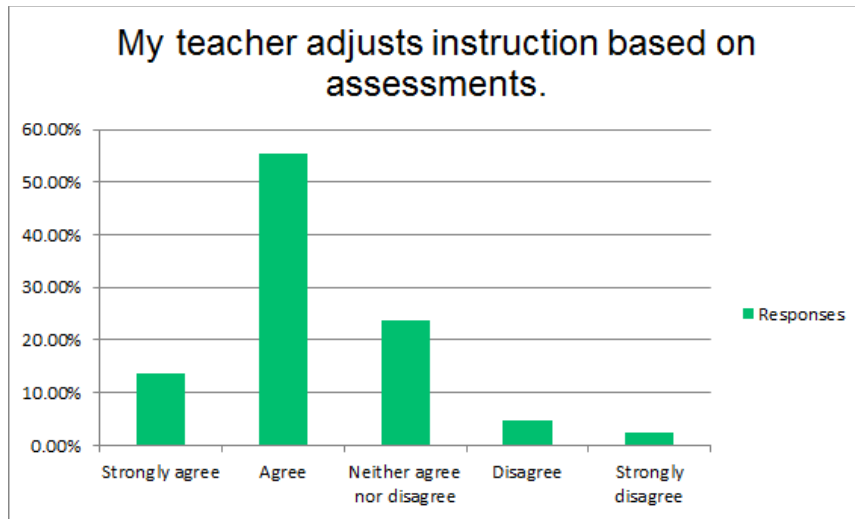
Answer Choices	Responses	
Strongly agree	16.80%	87
Agree	51.35%	266
Neither agree nor disagree	22.59%	117
Disagree	7.72%	40
Strongly disagree	1.54%	8
Answered	518	
Skipped	9	



35) My teacher adjusts instruction based on assessments.

Answer Choices	Responses	
Strongly agree	13.71%	71
Agree	55.41%	287
Neither agree nor disagree	23.75%	123
Disagree	4.83%	25
Strongly disagree	2.32%	12

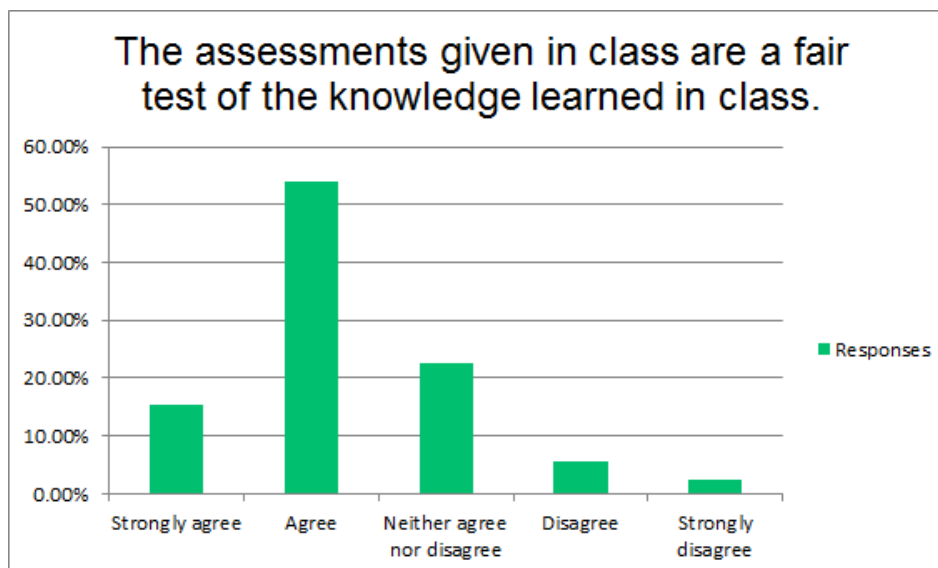
Answered 518
Skipped 9



36) The assessments given in class are a fair test of the knowledge learned in class.

Answer Choices	Responses	
Strongly agree	15.44%	80
Agree	54.05%	280
Neither agree nor disagree	22.59%	117
Disagree	5.60%	29
Strongly disagree	2.32%	12

Answered 518
Skipped 9

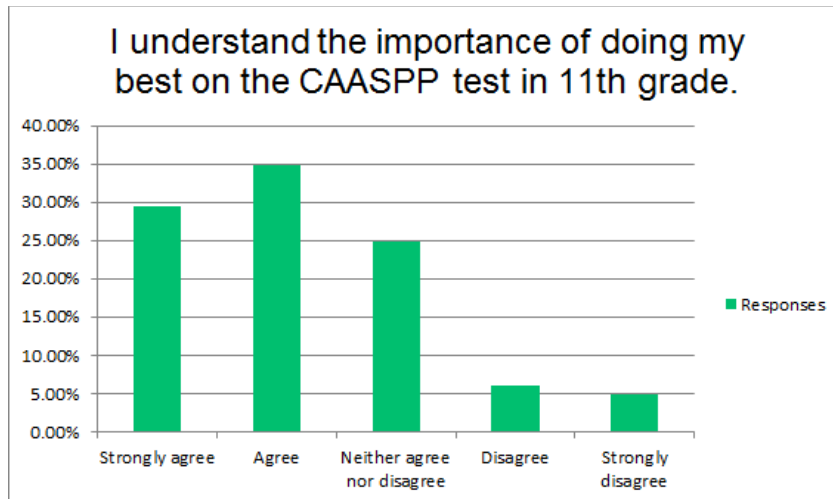


37) I understand the importance of doing my best on the CAASPP test in the 11th grade.

Answer Choices	Responses	
Strongly agree	29.54%	153
Agree	34.75%	180
Neither agree nor disagree	24.90%	129
Disagree	5.98%	31
Strongly disagree	4.83%	25

Answered 518

Skipped 9

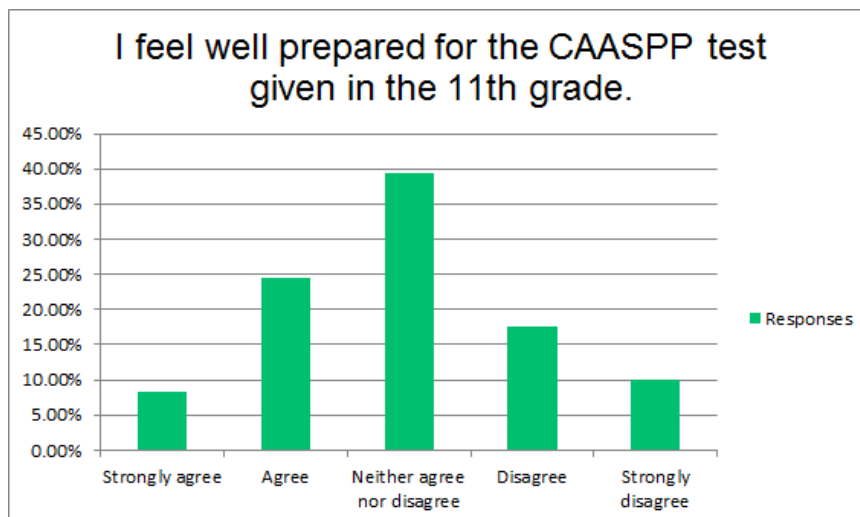


38) I feel well prepared for the CAASPP test given in the 11th grade.

Answer Choices	Responses	
Strongly agree	8.32%	43
Agree	24.56%	127
Neither agree nor disagree	39.46%	204
Disagree	17.60%	91
Strongly disagree	10.06%	52

Answered 517

Skipped 10

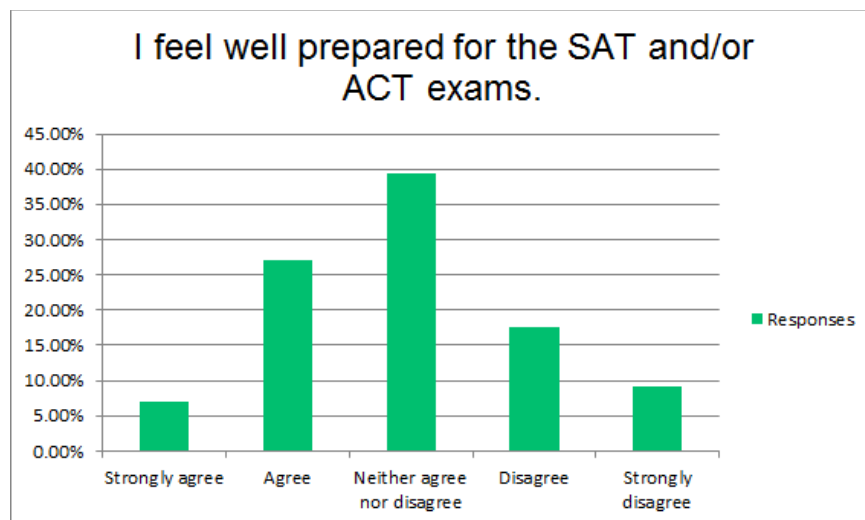


39) I feel well prepared for the SAT and/or ACT exams.

Answer Choices	Responses	
Strongly agree	6.95%	36
Agree	27.03%	140
Neither agree nor disagree	39.38%	204
Disagree	17.57%	91
Strongly disagree	9.06%	47

Answered 518

Skipped 9

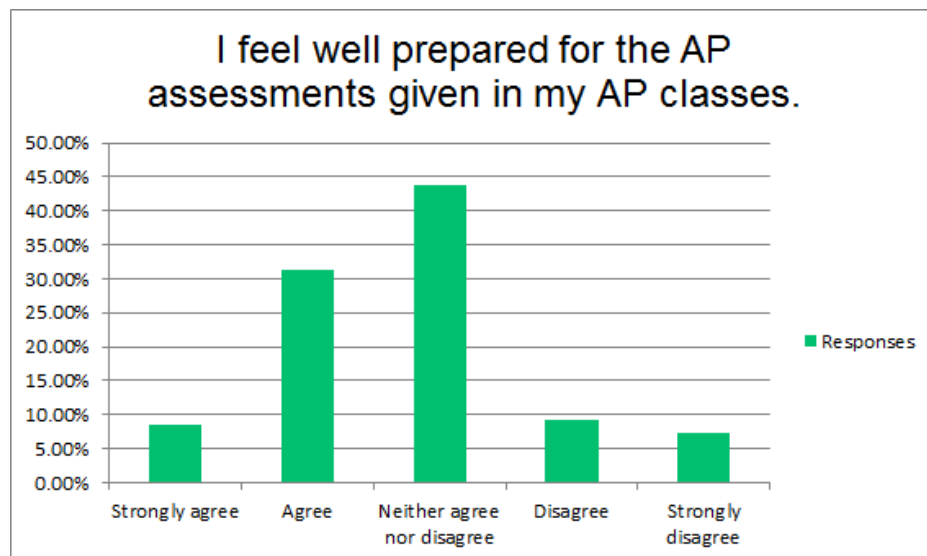


40) I feel well prepared for the AP assessments given in my AP classes.

Answer Choices	Responses	
Strongly agree	8.54%	44
Agree	31.26%	161
Neither agree nor disagree	43.69%	225
Disagree	9.13%	47
Strongly disagree	7.38%	38

Answered 515

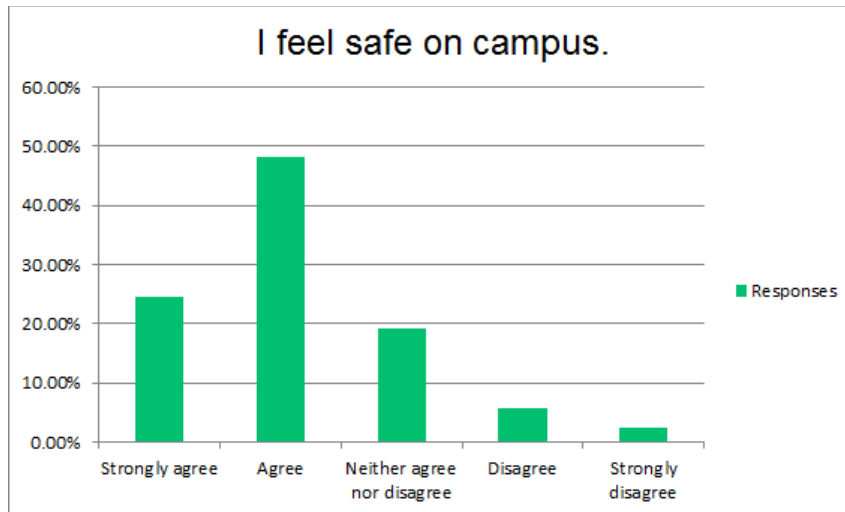
Skipped 12



41) I feel safe on campus.

Answer Choices	Responses	
Strongly agree	24.61%	127
Agree	48.06%	248
Neither agree nor disagree	19.19%	99
Disagree	5.81%	30
Strongly disagree	2.33%	12

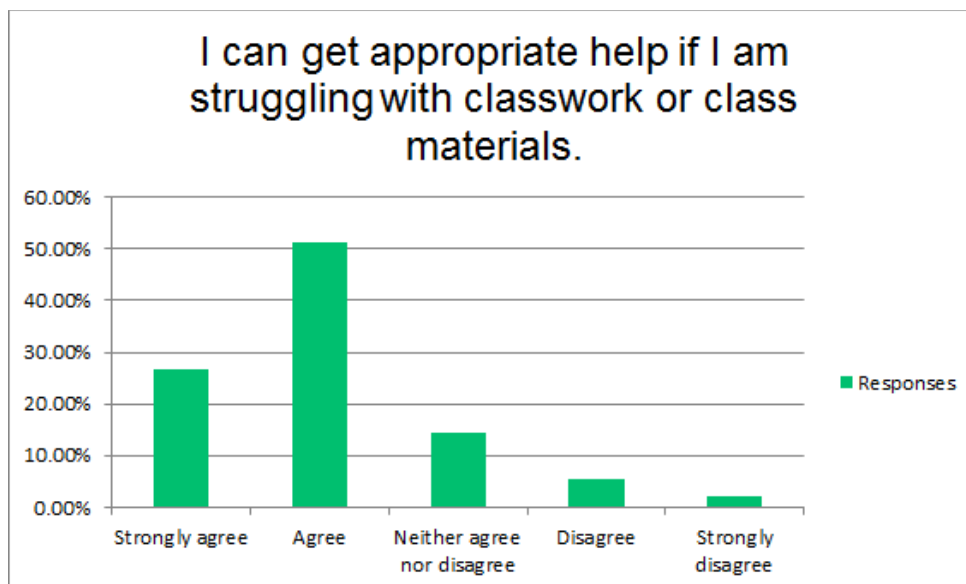
Answered 516
Skipped 11



42) I can get appropriate help if I am struggling with classwork or class materials.

Answer Choices	Responses	
Strongly agree	26.74%	138
Agree	51.16%	264
Neither agree nor disagree	14.53%	75
Disagree	5.43%	28
Strongly disagree	2.13%	11

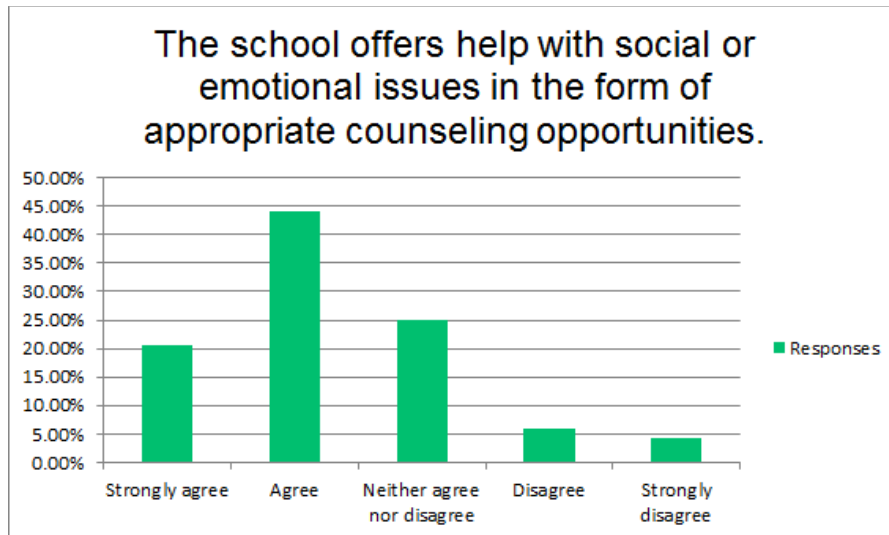
Answered 516
Skipped 11



43) The school offers help with social or emotional issues in the form of appropriate counseling opportunities.

Answer Choices	Responses	
Strongly agree	20.54%	106
Agree	44.19%	228
Neither agree nor disagree	25.00%	129
Disagree	6.01%	31
Strongly disagree	4.26%	22

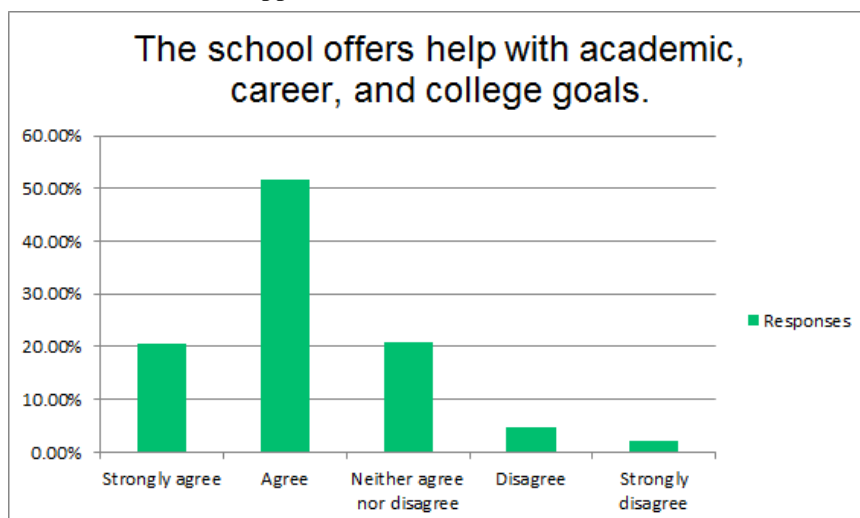
Answered 516
Skipped 11



44) The school offers help with the academic, career, and college goals.

Answer Choices	Responses	
Strongly agree	20.54%	106
Agree	51.74%	267
Neither agree nor disagree	20.74%	107
Disagree	4.84%	25
Strongly disagree	2.13%	11

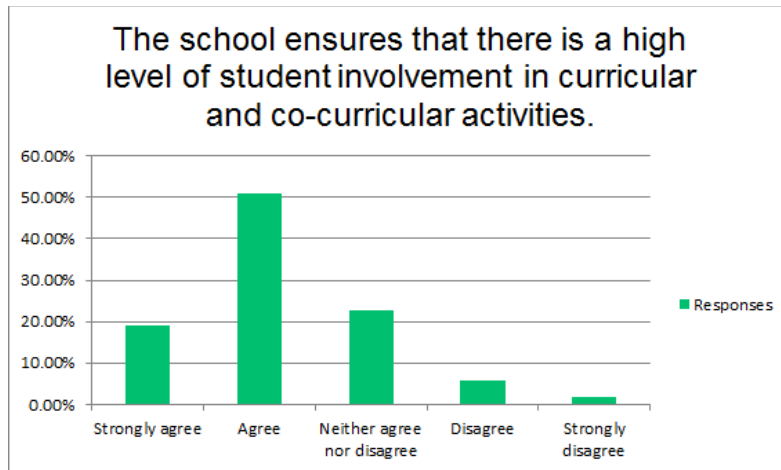
Answered 516
Skipped 11



45) The school ensures that there is a high level of student involvement in curricular and co-curricular activities.

Answer Choices	Responses	
Strongly agree	18.99%	98
Agree	50.78%	262
Neither agree nor disagree	22.67%	117
Disagree	5.81%	30
Strongly disagree	1.74%	9

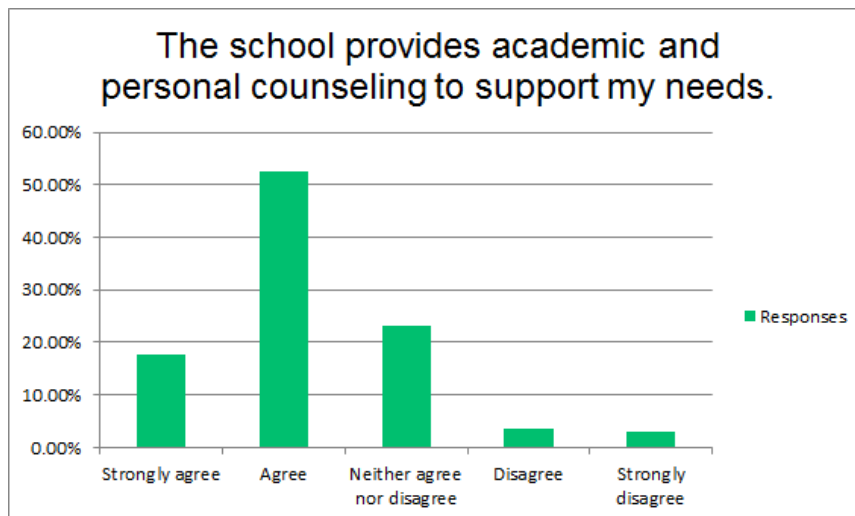
Answered 516
Skipped 11



46) The school provides academic and personal counseling to support my needs.

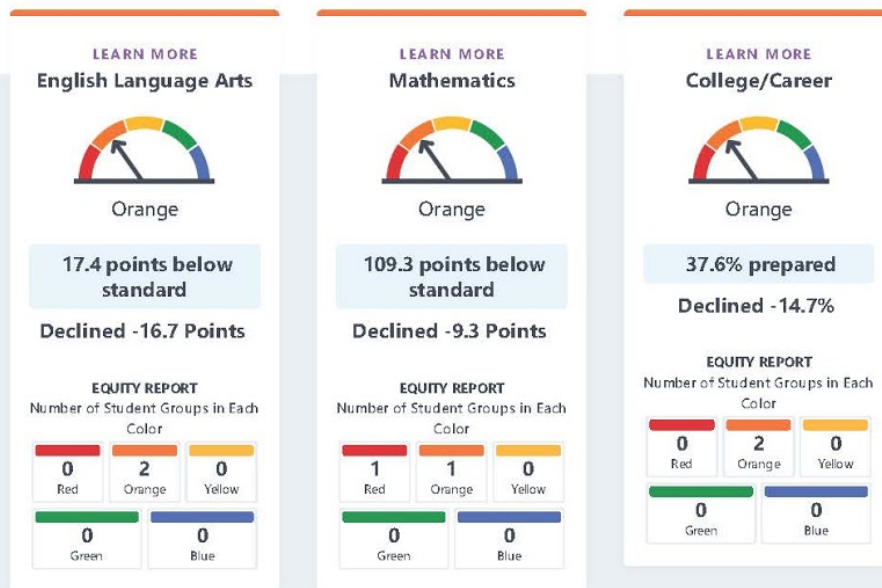
Answer Choices	Responses	
Strongly agree	17.83%	92
Agree	52.52%	271
Neither agree nor disagree	23.06%	119
Disagree	3.49%	18
Strongly disagree	3.10%	16

Answered 516
Skipped 11

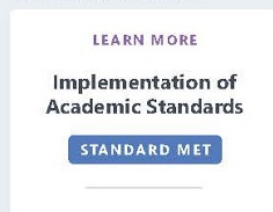


Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



Academic Engagement

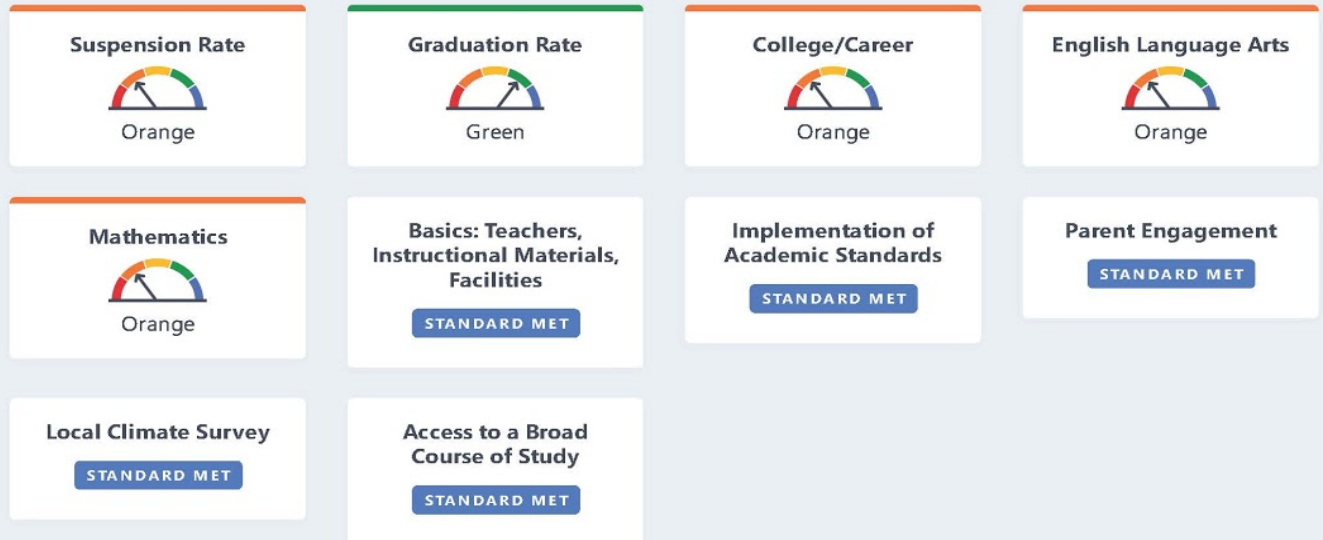
See information that shows how well schools are engaging students in their learning.



DISTRICT PERFORMANCE OVERVIEW

Summerville Union High

Explore the performance of Summerville Union High under California's Accountability System.



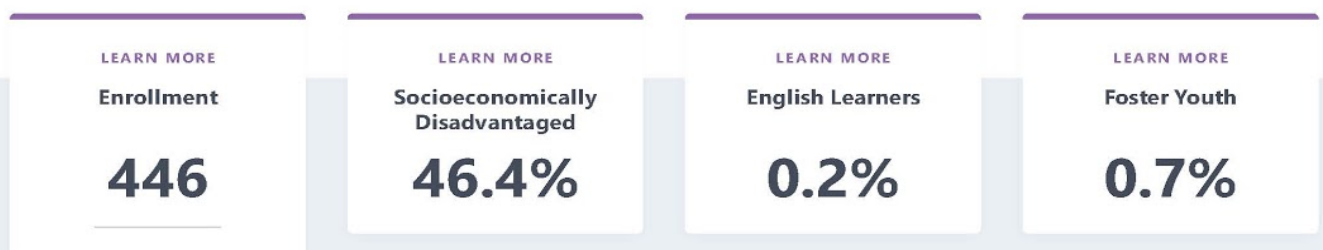
District Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Summerville Union High	17555 Tuolumne Road Tuolumne, CA 95379-9701	http://www.summbears....	K-12

SUMMERVILLE UNION HIGH

Student Population

Explore information about this district's student population.





Green

94.4% graduated

Increased 17.7%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

**Access to a Broad
Course of Study**

STANDARD MET

SUMMERVILLE UNION HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

**10.6% suspended at
least once**

Declined -2.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Summerville Union High

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

17.4 points below standard

Dedined -16.7 Points

Number of Students: 83

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged

White



Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

African American

American Indian

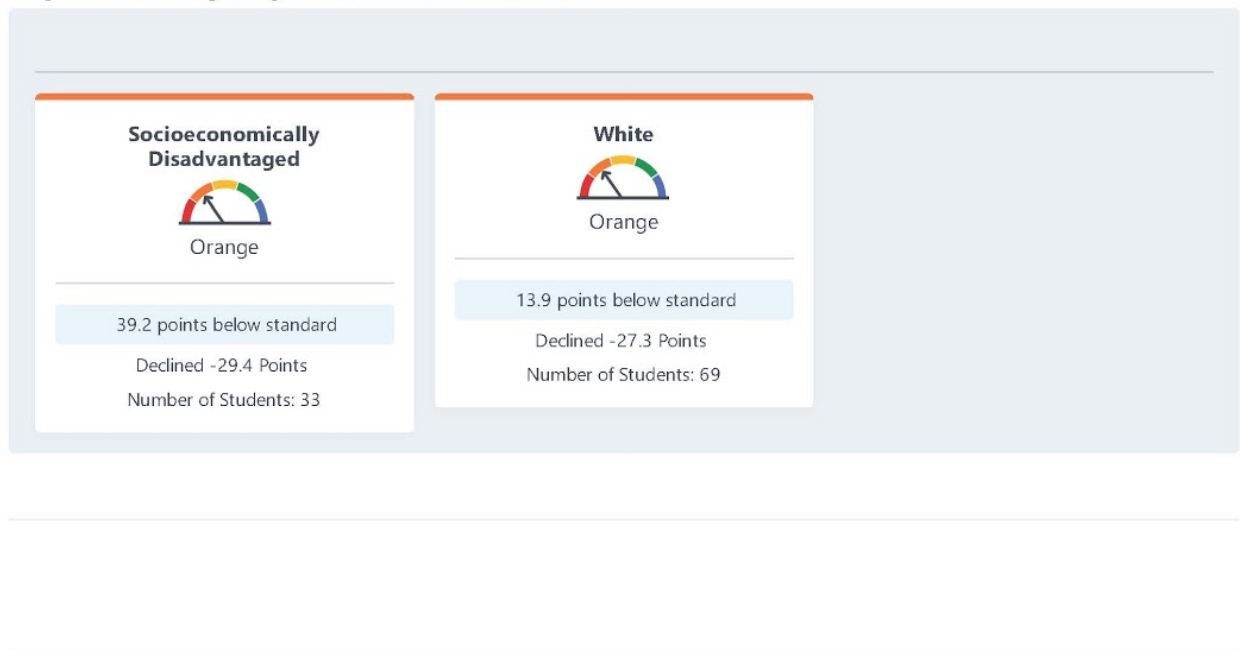
Filipino

Hispanic

Two or More Races

Students with Disabilities

Explore Groups By Performance Level



English Language Arts Data Comparisons: English Learners

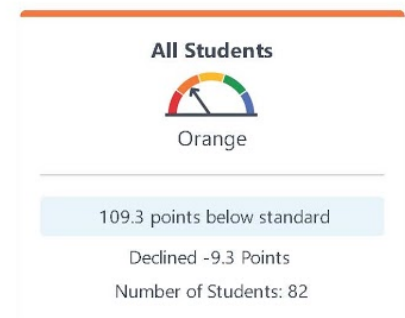
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

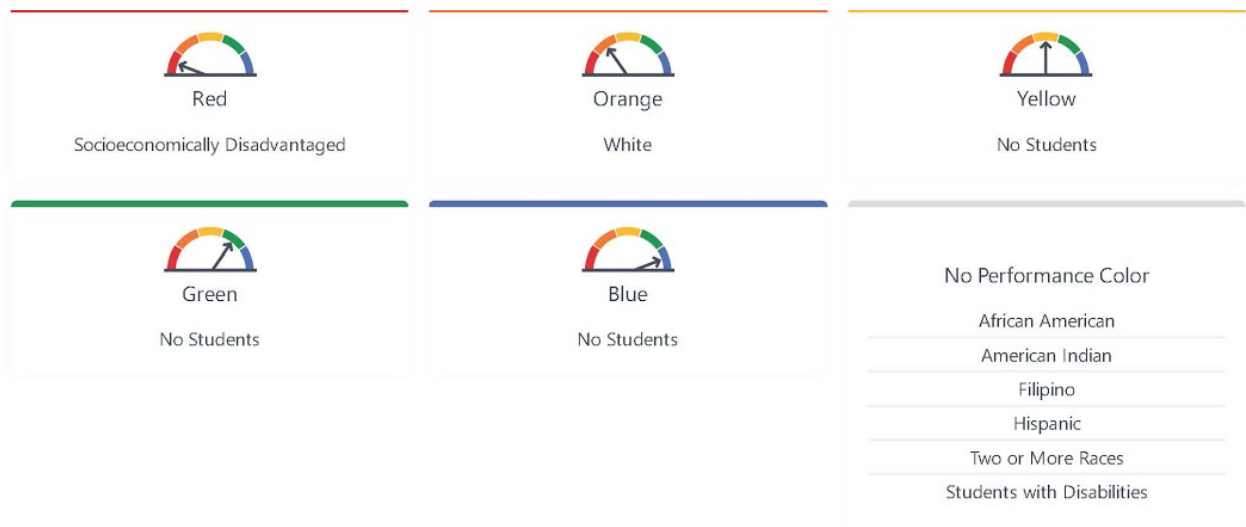
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



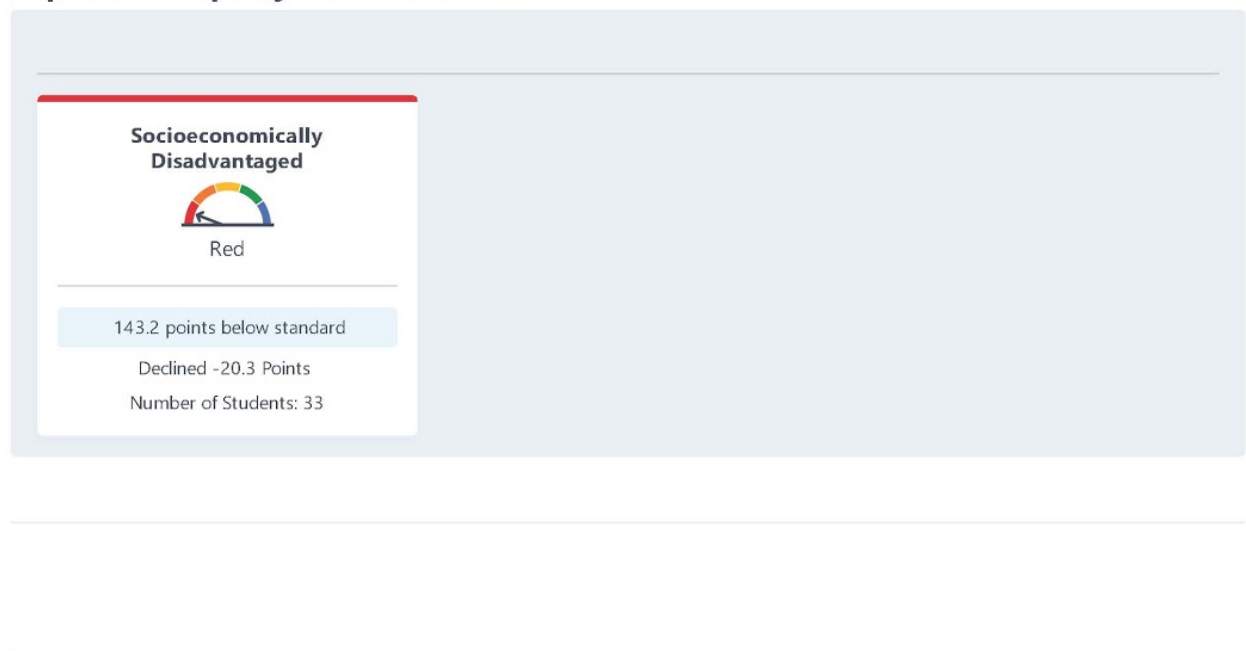
Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Explore Groups By Performance Level



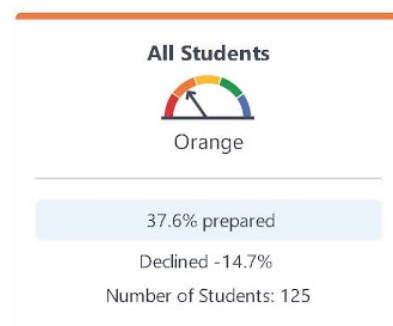
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



All Students

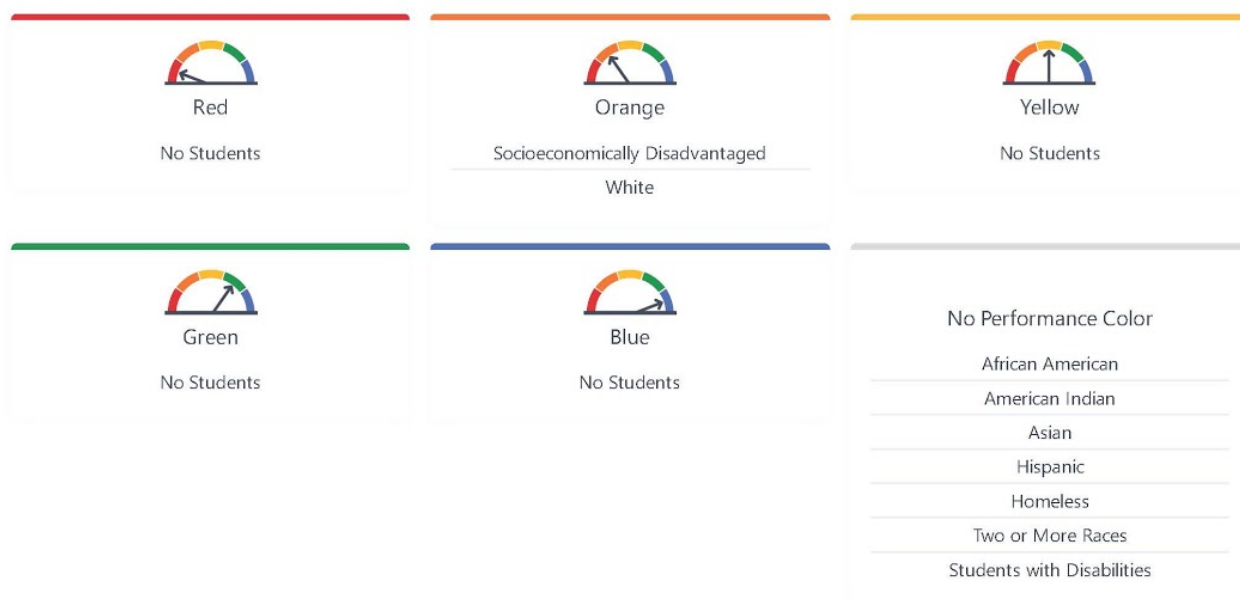
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



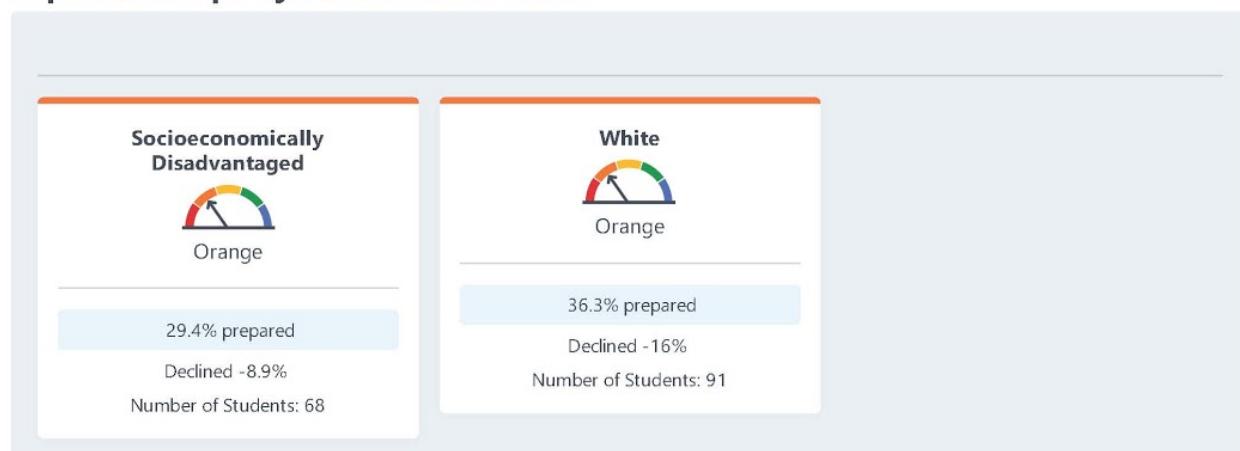
Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Explore Groups By Performance Level



Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

3	Initial Implementation
---	------------------------

History - Social Science

4	Full Implementation
---	---------------------

Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

2	Beginning Development
---	-----------------------

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

1 Exploration And Research Phase

Next Generation Science Standards

4 Full Implementation

History - Social Science

3 Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

4 Full Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

2 Beginning Development

Identifying the professional learning needs of individual teachers

1 Exploration And Research Phase

Providing support for teachers on the standards they have not yet mastered

1 Exploration And Research Phase

Summerville Union High

Academic Engagement

View data about academic participation.

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



Green

94.4% graduated

Increased 17.7%

Number of Students: 125

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomically Disadvantaged

White



Blue

No Students



No Performance Color

African American

American Indian

Asian

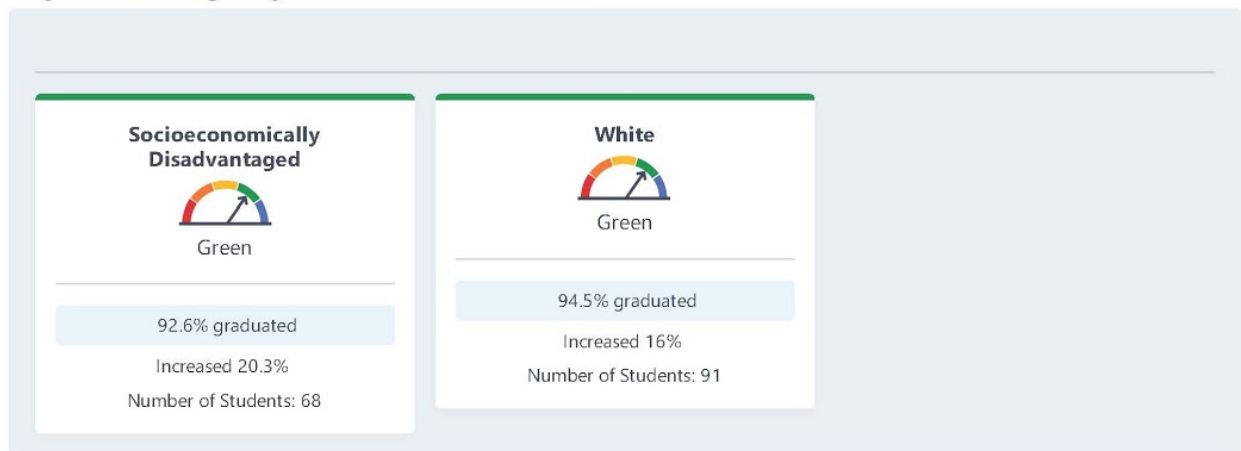
Hispanic

Homeless

Two or More Races

Students with Disabilities

Explore Groups By Performance Level



Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

	2017	2018
Graduation Rate	76.7%	94.4%

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

1. Summerville High School and Connections Academy utilize the school's master schedule, district graduation requirements, Power School SIS for tracking, and Williams Act to make sure that each student has access to the rigorous and relevant curricular offerings that the school provides. Our Grade Level coordinators meet with incoming students when they are in the 8th grade to discuss course options, graduation requirements and their 4-year plans. The students in Connections Academy can petition to enroll as 7th graders on the Summerville campus. Connections students take a regiment of core academic curriculum (English, math, science social studies, PE) and two visual and performing arts options. All students regardless of ability level are served based on tier individual needs, goals and

working toward meeting their future hopes and dreams.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

2. Students in Summerville Union High School District have access to a variety of school learning environments ranging from the seat based program at Summerville High and Connections Academy, to an Independent Study/Home-based program housed on the Summerville High site, alternative education through Long Barn High School, necessary small school sites at Mountain High, South Fork and Cold Springs. In addition, Summerville Union High School District offers an Adult Education program on the Summerville High campus. In each of these programs, students have access to a broad course of study that provides them with the core curriculum in an online format using APEX Learning or by book depending on the student needs and most appropriate learning styles. In addition, the APEX Learning program offers students access to a host of elective opportunities to meet their credit need and desires of courses to take. The courses offered through the APEX Learning are a-g compliant.

3. Identification of any barriers preventing access to a broad course of study for all students.

3. As the student population decreases, it becomes more difficult to continue to offer the students the large variety of core academic and elective classes, CTE pathway and CTE elective classes, as well as the large variety of visual and performing arts options. Many of the CTE classes provide materials and equipment that are funded through grants that may not continue. The visual and performing arts classes are specialized for our students that are enrolled in our Connections Visual and Performing Arts Academy. The Summerville Union High School District Board of Trustees are committed to providing the variety, rigor and depth in courses of study for our students to succeed and be able to compete in the 21st century world.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

4. Summerville Union High School District is committed to offering our students as many courses of study as can be reasonably done. Summerville High and Connections Academy offer an eight-period block schedule with 300 credits required for graduation. This allows for students to take an increased number of core curricular as well as elective classes throughout their four years at Summerville High. In addition, we have tapped into Columbia College our local two year college for students to access college level courses as dual enrollment courses offering them high school and college credit for the courses taken. We are continually looking at other options that will allow our master's degree staff to offer our students college level courses on the Summerville campus enriching the rigor and relevance they will have access to. Our continued work in meeting with our students on a regular basis to look at progress toward graduation, college/career readiness is an ongoing mission. Letters are sent home to parents after grading periods when students find themselves falling short of the requirements in any of their coursework. These letters are sent in addition to the GLC's meeting with the students on regular bases to help support them. Summerville is committed to our SST process to support students in meeting their individual goals.

Additional Comments

Our current WASC self -study document and Action Plan in addition to our LCAP are our guiding documents for continued and sustained improvement throughout the campuses.

Summerville Union High

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

10.6% suspended at least once

Declined -2.1%

Number of Students: 479

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Hispanic

White



Yellow

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

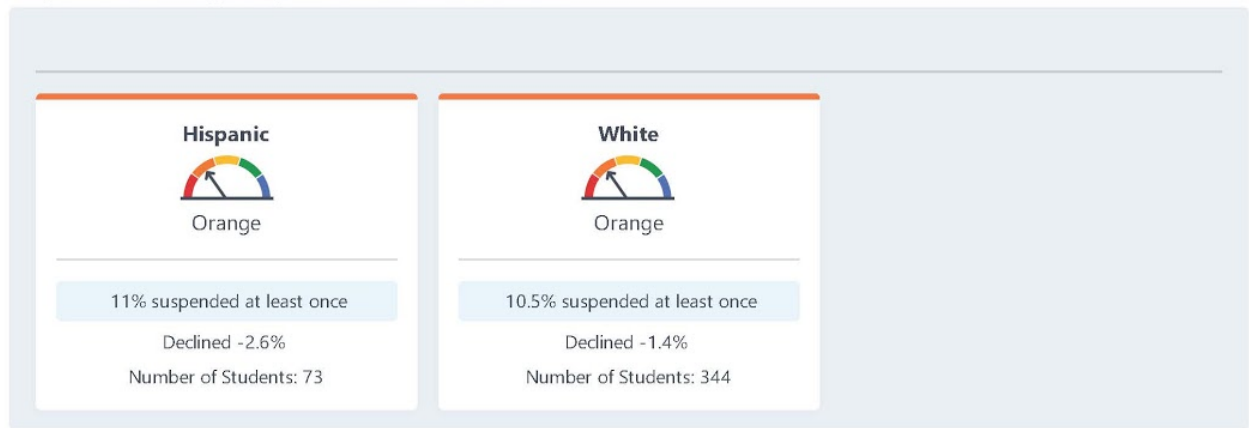
Foster Youth

Homeless

Two or More Races

Students with Disabilities

Explore Groups By Performance Level



Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	9.8%	12.8%	10.6%

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Local Survey of Parents/Guardians

Our WASC parent survey was sent out to all parent stakeholders in August of 2018. An email and phone message was sent out to let people know that they could take the survey which was attached online or if they needed a hard copy to call and let us know. The results were very positive with regard to their students feeling respected (83% agree or strongly agree), staff acts as positive role models and there is a sense of teamwork among the staff (77-79% agree or strongly agree), the school has high academic expectations (77% agree or strongly agree), policies and procedures are clear (73% agree or strongly agree), handbook policies support a safe and academic campus (90% agree or strongly agree), high level of community support and involvement (94% agree or strongly agree), parents are offered a chance to be involved on campus, (96% agree or strongly agree), facilities are adequate to meet needs of students (85% agree or strongly agree), sufficient challenging courses are offered (69% agree or strongly agree), challenged by coursework (81% agree or strongly agree), academic support by teachers (71% agree or strongly agree). Our focus needs to be more on communication of program options (dual enrollment with Columbia College, teachers returning parent calls in a more expedient manner, and making accommodations for students with specific needs. See Summerville High School office for full survey results.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Based on the findings from our California Healthy Kids Survey and the WASC parent survey, Summerville High School and Connections Visual and Performing Arts Academy realized the following results: students feel the school is a safe place to be (9th 52% agree 11th 55% agree), adults encourage students to learn—success in job/college (9th 52% agree 11th 56% agree), teachers work hard to help with school work (9th 53% agree 11th 48% agree), teachers encourage classroom participation (9th 64% agree 11th 58% agree), staff promotes academic success for all students (9th 48% agree 11th 53% agree, parents 77%), SUHSD provides a supportive and inviting environment for learning (9th 52% agree 11th 45% agree, parents 71%), few students feel the classrooms are crowded, expected behaviors are clearly articulated (9th 54% agree 11th 46% agree), students are informed of consequences when rules are broken (9th 56% agree 11th 42% agree), adults respect differences in students (9th 47% agree 11th 46% agree), staff makes it clear that bullying is not tolerated (9th 53% agree 11th 50% agree), school grounds and building are clean (9th 54% agree 11th 54% agree), there is good support from the community (parents 94%), there are opportunities for parents and community to be involved in school (parents 96%).

Areas to continue our work on include: students have considered suicide (9th 26% agree 11th 18% agree), students try their best (9th 22% agree 11th 15% agree), students pay attention in class (9th 16% agree 11th 15% agree), students treat their teachers with respect (9th 22% agree 11th 12% agree), students treat each other with respect (9th 24% agree 11th 23% agree), students report when they are bullied (9th 27% agree 11th 16% agree), students stop bullying when they are aware (9th 29% agree 11th 20% agree).

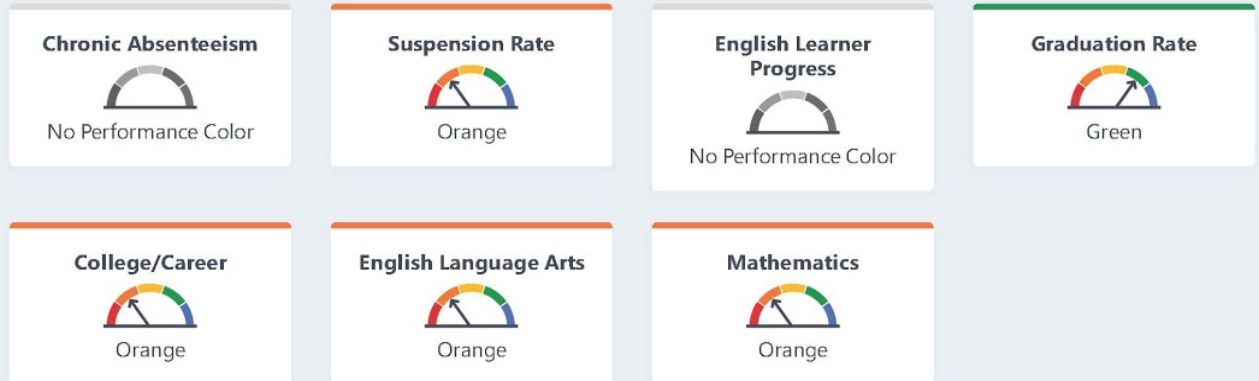
Additional Comments

Summerville High School and Connections Visual and Performing Arts Academy have implemented the Character Counts program that allows staff to recognize students for doing the right thing with regard to the 6 character counts pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. There is a luncheon for students that are recognized and the people that awarded the student speak about why they were selected in front of the group. The students each receive a Character Counts t-shirt as well. These ceremonies are done monthly.

ASB has hosted two great assemblies this year focusing on 1) #ICANHELP—deleting negativity on social media and 2) Dee Hankins spoke to our students about perseverance and making a positive difference by overcoming adversity. Both were very well received and the speakers worked with our ASB class and Connections classes.

Summerville Union High

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.



Sort By

School Name

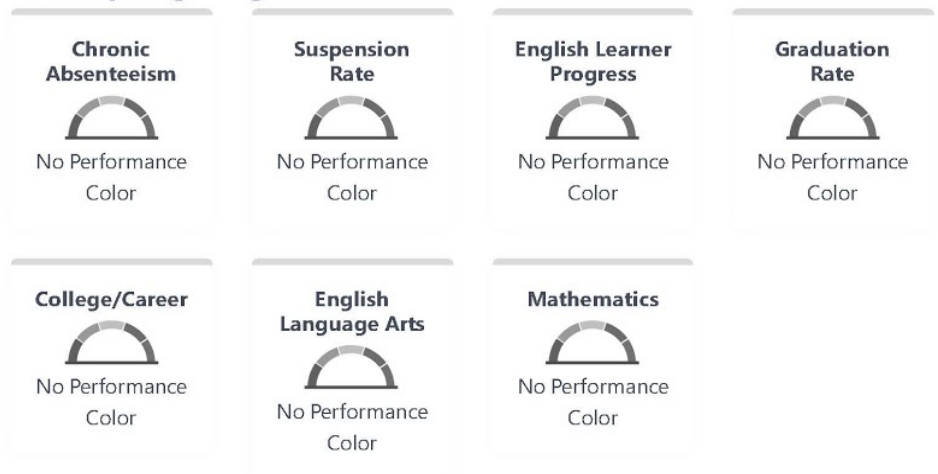
Sort Order

Ascending

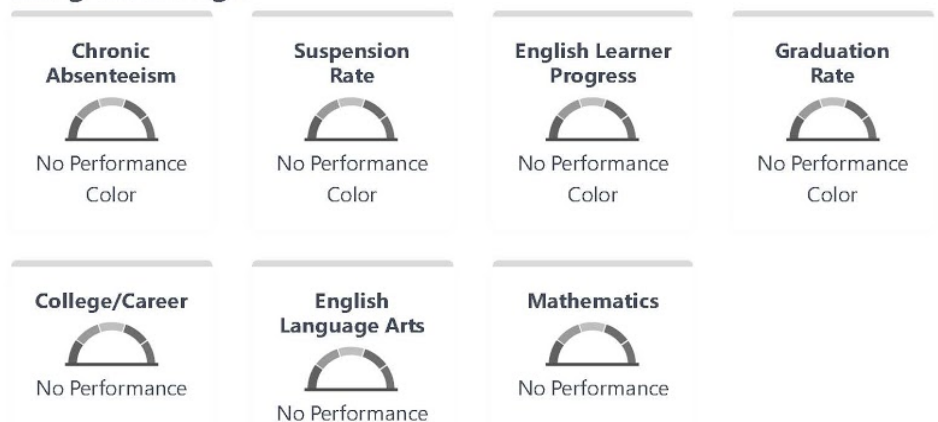
Filter Reports

- ☒ Chronic Absenteeism
- ☒ Suspension Rate
- ☒ English Learner Progress
- ☒ Graduation Rate
- ☒ College/Career
- ☒ English Language Arts
- ☒ Mathematics

Cold Springs High



Long Barn High



Color

Color

Color

Mountain High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



No Performance
Color

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



No Performance
Color

Mathematics



No Performance
Color

South Fork High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



No Performance
Color

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



No Performance
Color

Mathematics



No Performance
Color

Summerville High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



Yellow

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



Blue

College/Career



Orange

**English
Language Arts**



Orange

Mathematics

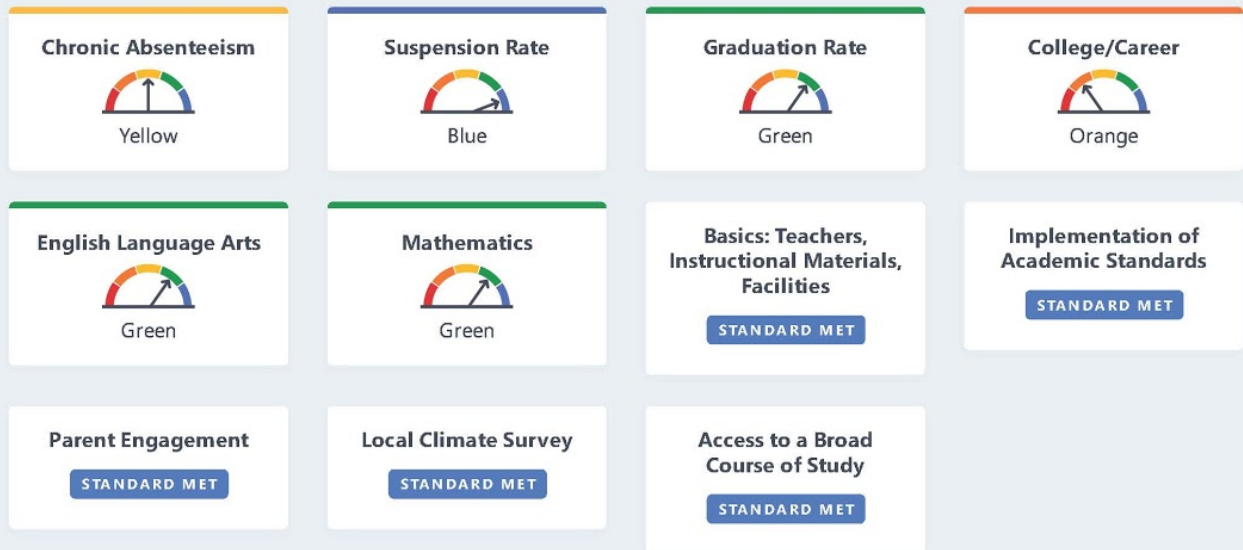


Orange

SCHOOL PERFORMANCE OVERVIEW

Connections Visual and Performing Arts Academy

Explore the performance of Connections Visual and Performing Arts Academy under California's Accountability System.



School Details

NAME Connections Visual and Performing Arts Academy	ADDRESS 17555 Tuolumne Road Tuolumne, CA 95379-9701	WEBSITE http://www.summbears...	GRADES SERVED 7-12
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CONNECTIONS VISUAL AND PERFORMING ARTS ACADEMY

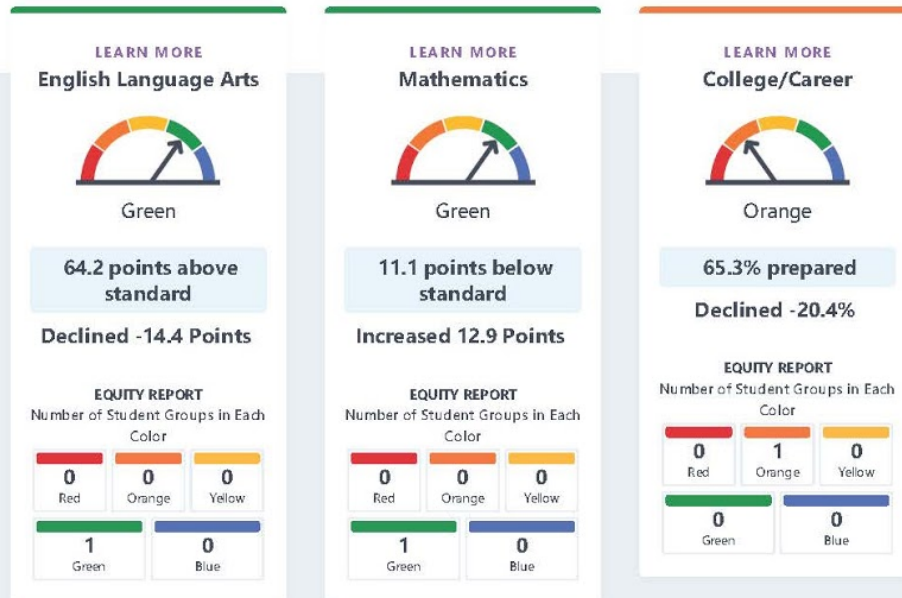
Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



Academic Engagement

See information that shows how well schools are engaging students in their learning.





Yellow

2.9% chronically absent

Increased 2.9%

EQUITY REPORT

Number of Student Groups in Each Color



Green

93.9% graduated

Increased 1%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

CONNECTIONS VISUAL AND PERFORMING ARTS ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color



Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Connections Visual and Performing Arts Academy

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

64.2 points above standard

Dedined -14.4 Points

Number of Students: 79

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

White



Blue

No Students

No Performance Color

Asian

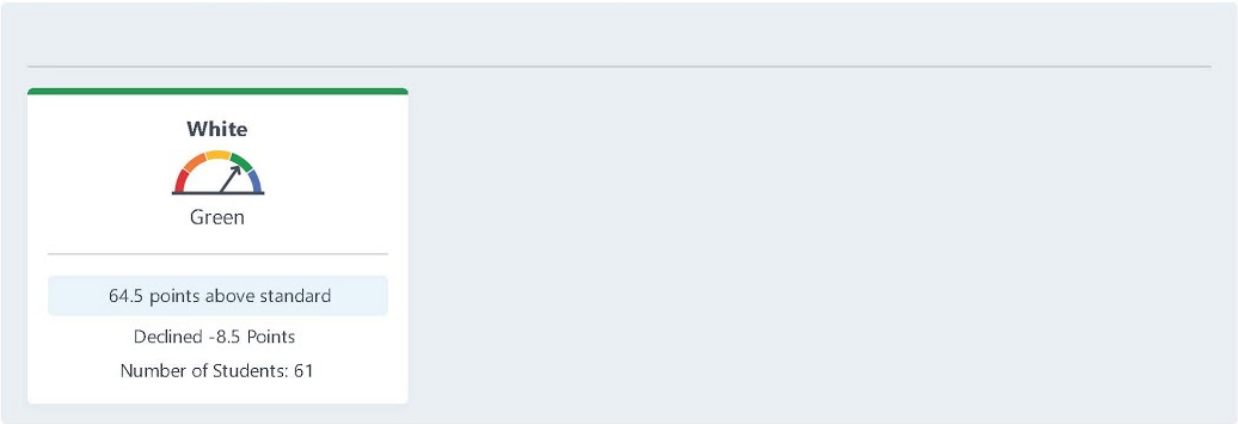
Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Explore Groups By Performance Level



English Language Arts Data Comparisons: English Learners

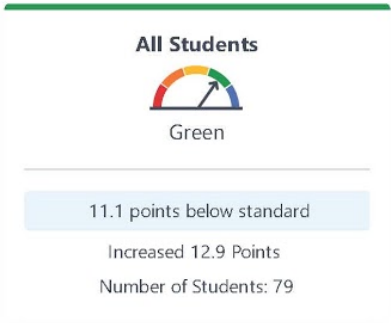
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

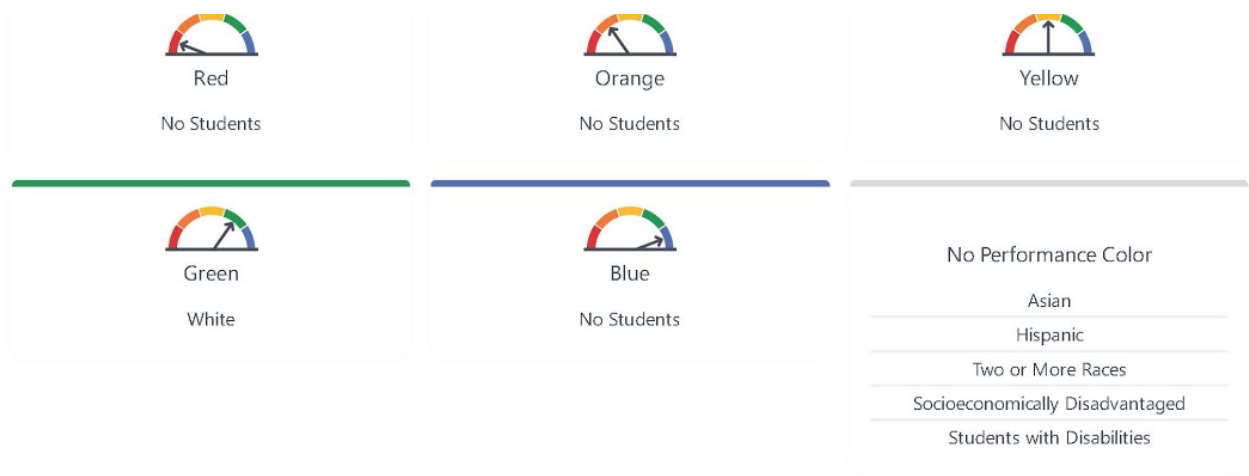
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



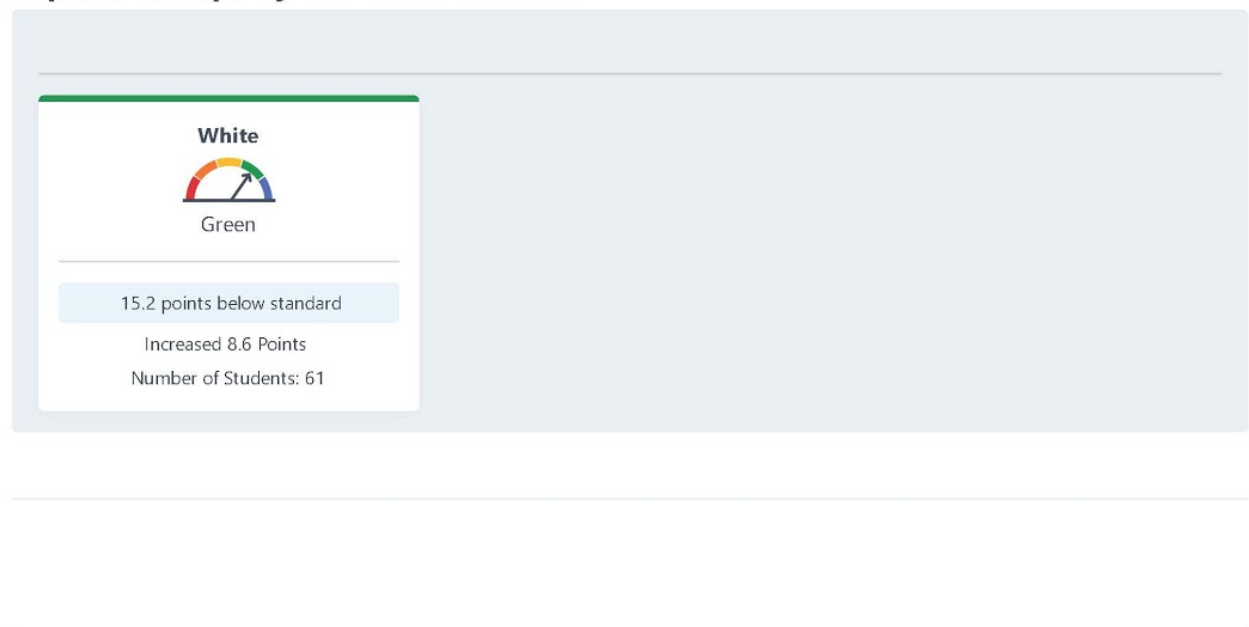
Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Explore Groups By Performance Level



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Orange

65.3% prepared

Declined -20.4%

Number of Students: 49

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

White



Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

African American

American Indian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Explore Groups By Performance Level

White



Orange

65.7% prepared

Declined -22.2%

Number of Students: 35

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

3	Initial Implementation
---	------------------------

History - Social Science

4	Full Implementation
---	---------------------

Instruction Manuals

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
---	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

2	Beginning Development
---	-----------------------

Next Generation Science Standards

5	Full Implementation And Sustainability
---	--

History - Social Science

5	Full Implementation And Sustainability
---	--

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

3 Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

2 Beginning Development

Mathematics – Common Core State Standards for Mathematics

1 Exploration And Research Phase

Next Generation Science Standards

4 Full Implementation

History - Social Science

3 Initial Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

4 Full Implementation

World Language

3 Initial Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

2 Beginning Development

Identifying the professional learning needs of individual teachers

1 Exploration And Research Phase

Providing support for teachers on the standards they have not yet mastered

1 Exploration And Research Phase

Connections Visual and Performing Arts Academy

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



2.9% chronically absent

Increased 2.9%

Number of Students: 35

Student Group Details

All Student Groups by Performance Level

0 Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

No Students

No Performance Color

American Indian

Asian

African American

Students with Disabilities

English Learners

Filipino

Foster Youth

Hispanic

Homeless

Pacific Islander

Socioeconomically Disadvantaged

Two or More Races

White

Explore Groups By Performance Level

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Hispanic

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Socioeconomically Disadvantaged

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

0% chronically absent

Maintained: 0%

Number of Students: 26

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

All Students



Green

93.9% graduated

Increased 1%

Number of Students: 49

Student Group Details

All Student Groups by Performance Level

1 Total Student Group



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

White

No Performance Color

African American

American Indian

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Explore Groups By Performance Level

White



Blue

97.1% graduated

Increased 3.2%

Number of Students: 35

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

1. Summerville High School and Connections Academy utilize the school's master schedule, district graduation requirements, Power School SIS for tracking, and Williams Act to make sure that each student has access to the rigorous and relevant curricular offerings that the school provides. Our Grade Level coordinators meet with incoming students when they are in the 8th grade to discuss course options, graduation requirements and their 4-year plans. The students in Connections Academy can petition to enroll as 7th graders on the Summerville campus. Connections students take a regiment of core academic curriculum (English, math, science social studies, PE) and two visual and performing arts options. All students regardless of ability level are served based on tier individual needs, goals and working toward meeting their future hopes and dreams.

2. A summary of the differences across school sites and student groups having access to, and are enrollment in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

2. Students in Summerville Union High School District have access to a variety of school learning environments ranging from the seat based program at Summerville High and Connections Academy, to an Independent Study/Home-based program housed on the Summerville High site, alternative education through Long Barn High School, necessary small school sites at Mountain High, South Fork and Cold Springs. In addition, Summerville Union High School District offers an Adult Education program on the Summerville High campus. In each of these programs, students have access to a broad course of study that provides them with the core curriculum in an online format using APEX Learning or by book depending on the student needs and most appropriate learning styles. In addition, the APEX Learning program offers students access to a host of elective opportunities to meet their credit need and desires of courses to take. The courses offered through the APEX Learning are a-g compliant.

3. Identification of any barriers preventing access to a broad course of study for all students.

3. As the student population decreases, it becomes more difficult to continue to offer the students the large variety of core academic and elective classes, CTE pathway and CTE elective classes, as well as the large variety of visual and performing arts options. Many of the CTE classes provide materials and equipment that are funded through grants that may not continue. The visual and performing arts classes are specialized for our students that are enrolled in our Connections Visual and Performing Arts Academy. The Summerville Union High School District Board of Trustees are committed to providing the variety, rigor and depth in courses of study for our students to succeed and be able to compete in the 21st century world.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

4. Summerville Union High School District is committed to offering our students as many courses of study as can be reasonably done. Summerville High and Connections Academy offer an eight-period block schedule with 300 credits required for graduation. This allows for students to take an increased number of core curricular as well as elective classes throughout their four years at

Summerville High. In addition, we have tapped into Columbia College our local two year college for students to access college level courses as dual enrollment courses offering them high school and college credit for the courses taken. We are continually looking at other options that will allow our master's degree staff to offer our students college level courses on the Summerville campus enriching the rigor and relevance they will have access to. Our continued work in meeting with our students on a regular basis to look at progress toward graduation, college/career readiness is an ongoing mission. Letters are sent home to parents after grading periods when students find themselves falling short of the requirements in any of their coursework. These letters are sent in addition to the GLC's meeting with the students on regular bases to help support them. Summerville is committed to our SST process to support students in meeting their individual goals.

Additional Comments

Our current WASC self -study document and Action Plan in addition to our LCAP are our guiding documents for continued and sustained improvement throughout the campuses.

Connections Visual and Performing Arts Academy

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Blue

0% suspended at least once

Maintained 0%

Number of Students: 226

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Hispanic

Socioeconomically Disadvantaged

White



No Performance Color

African American

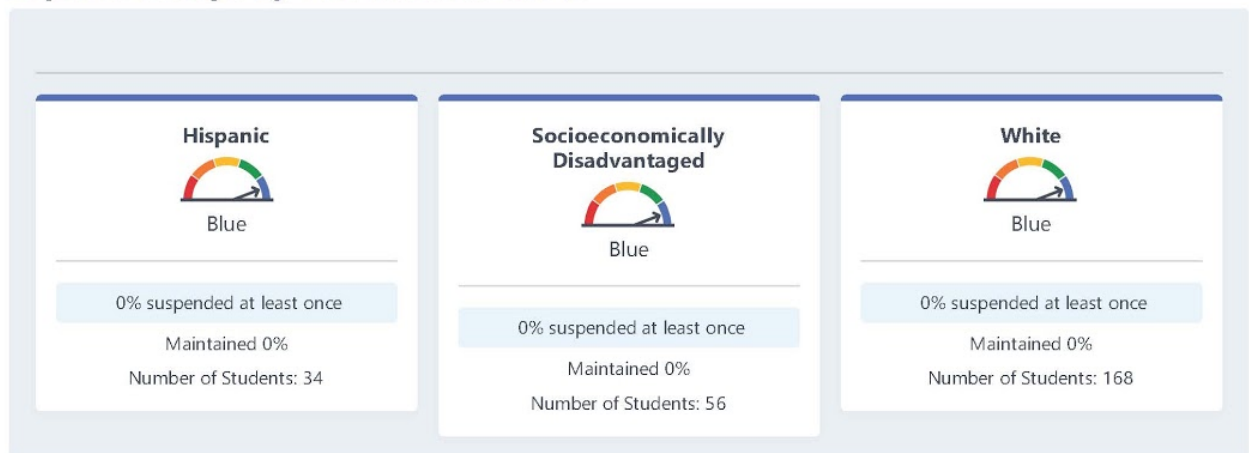
American Indian

Asian

English Learners

Two or More Races

Explore Groups By Performance Level



Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	N/A	N/A	N/A

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners
0%
Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0%
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent Engagement

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Areas to continue our work on include: students have considered suicide (9th 26% agree 11th 18% agree), students try their best (9th 22% agree 11th 15% agree), students pay attention in class (9th 16% agree 11th 15% agree), students treat their teachers with respect (9th 22% agree 11th 12% agree), students treat each other with respect (9th 24% agree 11th 23% agree), students report when they are bullied (9th 27% agree 11th 16% agree), students stop bullying when they are aware (9th 29% agree 11th 20% agree).

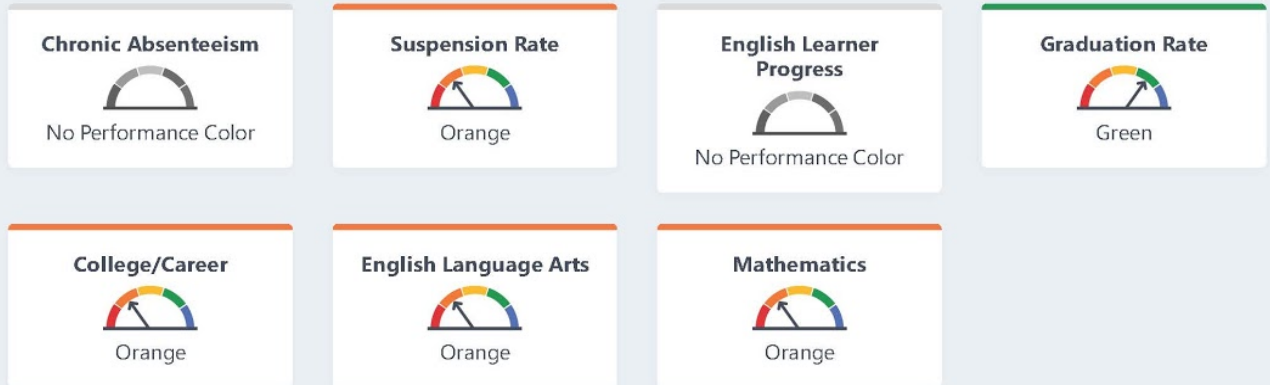
Additional Comments

Summerville High School and Connections Visual and Performing Arts Academy have implemented the Character Counts program that allows staff to recognize students for doing the right thing with regard to the 6 character counts pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. There is a luncheon for students that are recognized and the people that awarded the student speak about why they were selected in front of the group. The students each receive a Character Counts t-shirt as well. These ceremonies are done monthly.

ASB has hosted two great assemblies this year focusing on 1) #ICANHELP—deleting negativity on social media and 2) Dee Hankins spoke to our students about perseverance and making a positive difference by overcoming adversity. Both were very well received and the speakers worked with our ASB class and Connections classes.

Summerville Union High

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.



Sort By

School Name

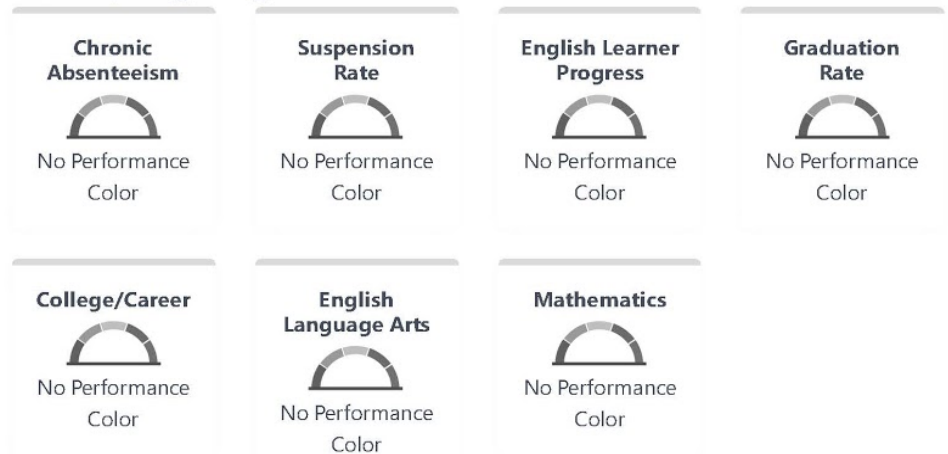
Sort Order

Ascending

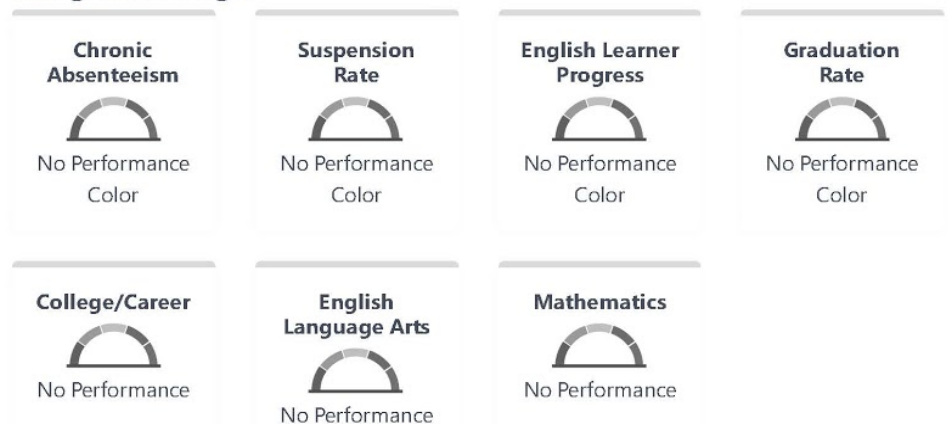
Filter Reports

- ☒ Chronic Absenteeism
- ☒ Suspension Rate
- ☒ English Learner Progress
- ☒ Graduation Rate
- ☒ College/Career
- ☒ English Language Arts
- ☒ Mathematics

Cold Springs High



Long Barn High



Color

Color

Color

Mountain High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



No Performance
Color

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



No Performance
Color

Mathematics



No Performance
Color

South Fork High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



No Performance
Color

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



No Performance
Color

College/Career



No Performance
Color

**English
Language Arts**



No Performance
Color

Mathematics



No Performance
Color

Summerville High

**Chronic
Absenteeism**



No Performance
Color

**Suspension
Rate**



Yellow

**English Learner
Progress**



No Performance
Color

**Graduation
Rate**



Blue

College/Career



Orange

**English
Language Arts**



Orange

Mathematics



Orange

C. MASTER SCHEDULE 2018-2019

TEACHER	EXT	ROOM #	1A	2A	3A	4A	5B	6B	7B	8B
ANTINETTI, MARK	586-3011	LBHS	LONG BARN	LONG BARN	LONG BARN	LONG BARN	LONG BARN	LONG BARN	LONG BARN	PREP
BANKS, ANDREA	268	604	AP SPANISH 4	SPANISH 3	PREP	SPANISH 2	SPANISH 3	SPANISH 2	SPANISH 2	SPANISH 2
BATTLE, JULIE	253	L-02	ENGLISH 1	ENGLISH 1	PREP	ENGLISH 1	ENGLISH 1	ENGLISH 1	PRE AP ENG 1	LAD 1
BEAL, GARRETT	586-3011	CSHS	COLD SPRINGS	COLD SPRINGS	COLD SPRINGS	PREP	COLD SPRINGS	COLD SPRINGS	COLD SPRINGS	COLD SPRINGS
BRULL, JORDAN	270	601	WORLD HIST	WORLD HIST	CPE HONORS	WORLD HIST	PREP	WORLD HIST	WORLD HIST	ATH STU SK
CASTLE, SARAH	277/267	701/603	PREP	FILM X277	FILM X277	ADV ART	ADV ART	BEG ART	BEG ART	BEG ART
CASTONGIA, RACHEL	287	304	AG BIO/EARTH	BIOLOGY/EARTH	BIOLOGY/EARTH	BIOLOGY/EARTH	ANATOMY	BIOLOGY/EARTH	PREP	BIOLOGY/EARTH
DEGROOT, KATHRYN	965-4046	MHS					MOUNTAIN	MOUNTAIN	MOUNTAIN	MOUNTAIN
DIBBLE, TOM	282	708	MANUFACT	MECHANICS	GENERAL AUTO	ADV AUTO	COLD SPRINGS	COLD SPRINGS	COLD SPRINGS	COLD SPRINGS
DIESTE, AMY	284/256	301/202	SPANISH 1	SPANISH 1	SPANISH 1	STUDY SKILLS	STUDY SKILLS	PREP	SPANISH 1	SPANISH 1
DYER, DAE	250	928-4247	INDEP STUDY	INDEP STUDY	INDEP STUDY	INDEP STUDY	INDEP STUDY	INDEP STUDY	INDEP STUDY	PREP
FLANINGAM, JILL	285	302	AC HUM ENG	AC HUM SS	PREP	ENGLISH 2	ENGLISH 2	ENGLISH 2	ENGLISH 2	LAD 2
GARCIA, PAIGE	243/265	705/G-53	HEALTH x243	HEALTH X243	HEALTH X243	PREP	AEROBICS X265	AEROBICS X265	THEORY SPORTS	AC DANCE
GORDON, VAN	261	THEATER			TECH THEATER	AC THEATER				
HALLINAN, BROOKE	258	L-03	PREP	PRE AP 2 ENGLISH	AP ENGLISH LIT	SENIOR SEM	SENIOR SEM	SR PROJ PREP	SENIOR SEM	SENIOR SEM
HIGHTOWER, MICHEL	281	707	BASIC ENGLISH	BASIC HISTORY	BASIC STU SK	BASIC STU SK	BASIC MATH	BASIC ENGLISH	PREP	BASIC STU SK
HORAK, KATHY	272	401	KEYBOARDING	KEYBOARDING	KEYBOARDING	WK EXP/CTE EL TA	GEN BUS	ACCOUNTING	PREP	CTE ELEM/ WK EXP
JOHNSON, JEFF	0-JAZZ	600/G-54	PIANO X269	PIANO X269	PIANO X269	PREP	ADV BAND X264	BEG BAND X264	PREP	GUJAR X264
KAMADA, CHARLES	276	405	PRE CALCULUS	PREP	MATH 1	MATH 1	AC MATH 1	AP STATS	AP CALCULUS	MATH SUP 2
KELLOGG, KATHERIN	965-4046	MHS/242	MOUNTAIN	MOUNTAIN	MOUNTAIN	PREP	INTRO TO AG	ADV AG	AG LEADERSHIP	AG PREP
KERNS, KELLEY	259	L-05	ENGLISH CP 12	ENGLISH CP 12	ENGLISH CP 12	PREP	ENGLISH CP 11	ENGLISH CP 11	ENGLISH CP 11	ENGLISH CP 11
KORAL-SOTO, DEENA	0-ASB	710/X283	FND GOV	FND STU SKILLS	ASB PREP	FND STU SKILLS	FND MATH	FND ENGLISH	PREP	FND STU SKILLS
LEVEROOS, SEAN	586-5672	SFHS	SOUTH FORK	SOUTH FORK	SOUTH FORK	SOUTH FORK	SOUTH FORK	SOUTH FORK	SOUTH FORK	PREP
LILLIE, SEAN	257	403	MATH 3	MATH 3	MATH 3	MATH 3	MATH 2	SURVEY MATH	MATH 2	PREP
MARKLE, NICHOLE	261	THEATER							DRAMA	ADV DRAMA
MCLAURIN, MIKE	965-4046	MHS	MOUNTAIN	MOUNTAIN	MOUNTAIN	MOUNTAIN	MOUNTAIN	MOUNTAIN	MOUNTAIN	PREP
NIHONYANAGI, MITCH	273	402	MATH 2	MATH 2	MATH 1A	MATH 1	AC MATH 1	MATH 1	MATH 1	PREP
PATEY, SHANE	271	602	AP EURO HIST	ECON/GOV	ECON/GOV	MEDIA/TECH	PREP	ECON/GOV	ECON/GOV	SPEECH/DEBATE
PETERSON, AMY	256/265	202/G-53	DANCE	DANCE	AEROBICS	ATH PE	PREP	AD	AD	STUDY SKILLS
SOTO, MATTHEW	243	705					CTE LAW ENF			
SPURRIER, DANA	280	704						BALLET 1	BALLET 2	ACADEMY BALLET
SUGGS, LEE	274	L-01	US HISTORY	AP US HISTORY	US HISTORY	LAD 1	PREP	US HISTORY	US HISTORY	YEARBOOK
TUCKER, DOUGLAS	288/291	305/104	PREP	PHYS/EARTH	PHYS/EARTH	PHYS/EARTH	PHYS/EARTH	PHYS/EARTH	PHYS/EARTH	ROBOTICS
WALKER, MICHELLE	256	202	FIRE SCIENCE							
WARNER, SHANE	256	202	FIRE SCIENCE							
WATSON, BEN	236/266	G-52	TEAM SPORTS	BASKETBALL	WT TRAINING	PREP	CORE PE	CORE PE	TEAM SPORTS	CORE PE
WELLS, JIM	262/264	G-55/54	SHOW CHOIR	VARSITY CHOIR	ACADEMY CHOIR	JAZZ @ 8				
WESSEL, KAREN	286	303	CHEM/EARTH	CHEM/EARTH	ONLINE	PREP	ONLINE	CHEM/EARTH	AC SCIENCE	MATH SUPPORT 1
WINGO, DARCY	586-3011	CSHS		CSHS	CSHS	CSHS				
WOODS, DAVE	586-5672	SFHS	SOUTH FORK	SOUTH FORK	SOUTH FORK	PREP	SOUTH FORK	SOUTH FORK	SOUTH FORK	SOUTH FORK

D. LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Summerville High School	Michael S. Merrill Superintendent	mmerrill@summbears.net 209-928-3498

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Summerville High School

Summerville High School is located in the foothills of the central Sierra along the Chaparral/Oakwood ecosystem. Oaks, buck brush, manzanita, and bull pines with a scattering of ponderosa pine grace the surrounding hills. The school, housed at an elevation of 2,605 feet, has a four-season year. Temperatures range from the mid-teens to over 100 degrees. Sun, rain, fog, hail, and snow occur during the year.

Summerville High School (SHS) is a comprehensive high school of 447 students. The Summerville Union High School District includes three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) students, all 220 of them, attend classes with Summerville High students. This raises the number of students on campus to 621. The 50- year old facility serves the eastern portion of Tuolumne County. Tuolumne County is rural and covers a large geographical area. Some of our students travel up to thirty miles each day to school and a large number are bussed because the campus is not within walking distance of any neighborhoods. The county is supported by tourism, a reduced timber industry, retail and service occupations, as well as the local Black

Oak Casino.

In 1854, the town site of Summersville was created. The town later became known as Carter's and in 1899 West Side Lumber and Flume Company established its own post office. The name given to the new post office Tuolumne (pronounced too-WAH-la-me). Tuolumne's name translate to "cluster of stone huts" relating to Mi-Wuk Indian dwellings. The name Summerville comes from the first of three names given to Tuolumne. Upon the naming of the school in 1911, the second "s" was lost and the name has remained Summerville.

Summerville High School and Connections Academy have a principal, Deputy Principal, and two grade level coordinators (GLCs). 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 enrollment peaked in 2000-2001 with 780 students. The campus has been thoroughly modernized with updated technology. Summerville Union High School District passed an 8.2 million dollar bond in 2012 to help with improvements to our sport fields, facility updates, and technology. During the last bond, modifications were made to provide new classrooms, a gymnasium annex, a performing arts theatre, a band room, a library and a computer lab were added to enhance the educational opportunities for the students. The district has formed a Bond Advisory Council, a Bond Oversight Committee, and is in the first stages of a three-tier plan starting with our much needed sports facility.

The current curriculum standard is—Common Core—nearing full-implementation and the Smarter Balanced Assessments in their third year, Summerville High School has welcomed this opportunity to help our students learn to be critical thinkers and problem solvers. To help support our teachers while they embrace this new way of thinking in education, Summerville High School has opened the doors to a variety of different learning opportunities to help them succeed. This past year, the school implemented a bell schedule with early releases every Wednesday and Thursday to provide more preparation time, and regularly scheduled PLC and Staff days. Here, teachers are able to share best practices, review rubrics, create assessments, analyze data, and create lessons tied to the new Common Core standards. Our plan is to continually nurture these groups as they continue to analyze data, write assessments, create common language, and begin working across curriculum to help all of our students succeed.

In addition to continuing to develop PLCs, Summerville High School also had three of its departments—English, Math, and Science—meet over the summer to begin laying the framework for the Common Core curriculum, building lessons, creating assessments, and organizing common rubrics. Half of the SHS staff members were also sent to the Common Core training provided by the Tuolumne County Office of Education. All teachers attended a Common Core training this past November hosted by TCOE and our in-service days are also devoted to helping our teaching staff transition into Common Core. The training is ongoing and the doors to professional development are open to all staff members interested in attending more CC-aligned trainings.

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. Members of our staff attended a CC training in Southern California last year and presented the program and

their findings to the entire SHS staff, who then decided to implement the program this past Fall. This year, our morning announcements—which are written by our students—reflect the importance of character; we have also created a Character Council, comprised of administrative and teaching staff members; “Character Counts Nomination Forms” were created to acknowledge when students are exemplifying strong character.

The student population of Summerville High School, including Connections Visual and Performing Arts Academy, is primarily Caucasian. During the 2016-2017 school year, the following ethnic groups were represented: African American, 1.12%; American Indian or Alaskan Native, 6.6%; Chinese, 0%; Vietnamese, 0%; White, 76.8%; Filipino, 0%; Hispanic or Latino, 13.84%; Native Hawaiian or Pacific Islander, .64%; Asian, .81%; Samoan, 0%; unclassified, .48%. Over the past five years, there have been very few English Language Learners enrolled at SHS, and during the current school year, all students are fluent in English. According to CBEDS, 36.07 % of students participate in the free and reduced lunch program.

The number of special needs students has increased over the past five years. Currently, SHS has 60 enrolled students with a 504 plan and 44 with an active IEP. These students are monitored by our resource and special education teachers.

Students on campus are very active in athletics and the performing arts. According to the student survey, 65% participate in after school athletics, and 46% are involved in performing arts activities, such as band, choir, or theatre arts. Jazz @ 8, the choral jazz group is well known in the county and performs in a variety of venues around the state each year.

After graduating from SHS, approximately 28% of graduating seniors attend four-year colleges or universities, while 52% continue their education in community colleges. A handful of students each year enlist in the military or immediately enter the workforce.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

This year’s LCAP focuses on the most important school and academic needs of our students and are identified in our goals. 1. Emphasizing a rigorous academic program for every student. 2. Increasing student engagement. 3. Increasing student preparation for their futures. The purpose of these goals is to emphasize preparation of every student for their futures in academics and life. Many of the actions emphasize school wide opportunities to increase effectiveness with all students and provide opportunities for our struggling and at risk students to be supported. The goals are tied to specific and measurable results that will indicate progress in critical areas that point to student growth and success. Targeted actions are focused on our at risk students as identified in the LCAP. These actions have been evaluated for effectiveness and maintained or improved for the next year. Additional actions are considered in an ongoing effort at improving student learning.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Actions in place showed excellent progress. The ELD course was utilized by the teacher much better than in the past. Students participated in silent reading, grades were checked by the teacher, and assignments were followed up on from the original class. After school tutoring increased in usage and expanded to four days a week. Summer credit recovery switched to an online format in 2017. Students were faced with a higher rigor and showed success using this format. More courses were A-G approved including ASB for 2017-2018. The emphasis on SSTs has shown to be effective at getting parents, teachers, and students together to discuss the student's performance in the class. Increasing the capacity of staff in technology through PD expanded by providing seven training sessions for staff.

Greatest Needs

CAASPP scores for 2018 are pending. Implementing Get Focused, Stay Focused had marginal implementation. Better teacher organization of the programs is encouraged. No staff took advantage of the AP trainings this year.

The important CDE Dashboard indicators currently are suspension and graduation. The five by five indicator places Summerville at the "Very High", red range in both. Administrators and the Site Council have reviewed discipline policies to determine if discipline consequences are appropriate and to consider alternatives to suspension in some cases. Administrators are also reviewing attendance policies and practices to improve the chronic absenteeism rate. Administrators are reviewing suspensions and infractions on a case by case basis, while looking for other means of discipline.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The Dashboard five by five indicator for graduation shows that white students increased from the previous year to blue, "very high", above 95% graduation rate. However, socioeconomically disadvantaged students fell into the yellow range, 85-90% graduation rate. A discrepancy exists between the white population, and socioeconomically disadvantaged students in areas such as suspension, graduation rates, and can be assumed in other categories such as attendance, discipline, 504s, SSTs, and lower academic performance. Actions in this LCAP are meant to address these discrepancies through tutoring, support, SSTs, summer credit recovery, meetings with counselors, goal planning, CTE student engagement, support classes, teacher professional development, school crisis counseling, and improving campus climate.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

A refined SST and RTI process is now in place. Administrators will continue to emphasize the effectiveness of early intervention and classroom strategies to support the most at risk students. Students failing in private without

identification and intervention is not an option. A multi-services and intervention approach will characterize our next steps. The cornerstone of this effort is early identification; a predetermined plan; caring adults who will take action; contact with parents; pursuit of every struggling student, and following up as a matter of routine.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 7,249,031.83
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 345,869

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. Salaries and benefits for all certificated, classified, and management employees
2. Deferred Maintenance Costs
3. Special Education Costs
4. General supplies, contracts, and services for the operation of the district

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 6,061,762

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal #1. Provide a rigorous academic program for every student in Summerville Union H.S. District with the opportunity to learn at high levels through:

- full implementation of Common Core State Standards Math and ELA
- increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)

- Provide access to core curriculum to all students

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Annual Measurable Outcomes

Expected	Actual
Graduation Rate: (baseline 2016 92.1%) 2018 92.4%	Estimated: 96%
SBAC 95% Tested: (baseline in 2015/16 95% tested) 2018 95+%	TBD:
CASSPP 11th: Meets or exceeds standards. (baseline 2015 ELA 43% and math 19%) ELA 72% Math 41%	TBD:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes	\$44,613.62-TOTAL \$37,645.45 (1000)-Salaries \$6,968.17 (3000)-Benefits Supplemental (1000)-Salaries (3000)-Benefits	\$50,198.12-TOTAL \$42,357.71 (1000)- Salaries \$7,840.41 (3000)-Benefits Supplemental (1000)-Salaries (3000)-Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school tutoring	After school tutoring	\$11,160.60-TOTAL \$9,000 (1000/2000)-Classified and Certificated Salaries \$2,160.60 (3000)-Benefits Supplemental (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)	\$12,033.74-TOTAL \$10,100 (1000/2000)-Classified and Certificated Salaries \$1,933.74(3000)-Benefits Supplemental (1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core teachers to Math/Science Common Core training.	Three teachers were sent to NGSS training.	\$5,000-TOTAL \$5,000(Services/Conferences/ Trav) Supplemental (5000)-Services Resource 0935	\$6,240-TOTAL \$6,240(Services/Conferences/Trav.) Supplemental (5000)-Services Resource 0935

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Summer credit recovery for underperforming students	Summer credit recovery provided by BYU online portal.	\$14,493.04-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,420.24 (3000) Benefits \$5,400 (4000) Supplies Supplemental (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926	\$12,370.03-TOTAL \$7,248.86 (1000) Certificated Salaries \$781.17 (3000) Benefits \$4,340 (4000) Supplies Supplemental (1000) Salaries (3000) Benefits (4000) Supplies Resource 0926
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Admin provide annual student academic progress reviews to every student	Admin provided annual student academic progress reviews to every student	\$0	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SBAC training on interim assessments for ELA and Math	Admin attended SBAC training to provide information to staff-There was no cost to the district for these trainings. They were provided by the County Office of Education.	\$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel Supplemental (5000)- Services/Conf/Travel Resource 0935	\$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Qualify more courses for A-G requirements	Additional courses meeting A-G requirements were added	\$0	\$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Purchase common core curriculum	CDE has not approved the NGSS adoption in time for purchase this year	\$61,604.30-TOTAL \$61,604.30 (4000) Supplies Supplemental (4000) Supplies Resource 0920	\$0
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

The use of Math 1 and Math 2 support, and ELA Development courses were provided to identified at risk students. After school tutoring was provided throughout the year. Common core training and textbooks continue to be an emphasis along with NGSS training for science teachers. Summer credit recovery was provided in the summer of 2017 while all students have been seen by their counselor to review academic progress. Speech debate and CTE law enforcement was added to the master schedule and a teacher was hired to teach the course.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The California Dashboard and local indicators point to a conclusion of a high graduation rate. The school wide rate was 94.9% on the dashboard for 2017 and unavailable for this LCAP for 2018. By this measure the school showed excellent improvement in these academic measures while maintaining supremacy of scores over the state and county averages.

The school also reached its goal of 95% students tested in all categories in the SBAC in the spring 2018 testing cycle. The previous year's SBAC scores indicated a decline from the previous year. Current year data is unavailable as of this report.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference in expenditures for Goal #1 was the decrease of \$61,604 in expenses for common core textbook purchases. While the staff was prepared to review and purchase the Science curriculum the CDE did not approve the NGSS adoption in time for purchase this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

Identify where those changes can be found in the LCAP.

A new course entitled "Online Learning" will be introduced in the 2018-2019 school year. This course will target students who want to take college courses and also provide an opportunity for more at risk students to complete credit recovery during school hours through BYU online courses. This new action is listed under goal 3, action #6

Discussions in the science department involved identifying specific supports the LCAP provides for implementation of NGSS standards. The department recommended and it will be accepted, to identify actions targeted toward Science, not as "science common core, but NGSS." The 2018-2019 documents will reflect that. The Science department also indicated a preference to identify the need for training in new curriculum identified in action 8, goal 1. This change has been made for 2018-2019; 2019-2020. In addition, as the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by

all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Summerville Union H.S. District classrooms.
- The use of technology instruction in the classroom
- Increase use of Character Counts and student recognition programs
- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement

Priority Six: School Climate

Annual Measurable Outcomes

Expected	Actual
Three Tech PD to staff	7 for 2017-2018.
Increase Attendance Rate (baseline 2016 94%) 2018 94.2%	Estimated: 94.77%
Decrease Chronic Absenteeism (baseline 2016 14.75%) 2018 14.5%	Estimated: 17.8%
Decrease suspension rate (baseline 2015/16 8.4%) 2018 6%	Estimated: 9.5%

Decrease expulsion rates (baseline 2015/16 .93%) 2018 .80%	Estimated: .0092% (6 out of 650 students)
Recognize students in Character Counts Program (baseline 2016/17 6 luncheons) 2018 7 luncheons	6 CC Programs

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RTI emphasis on SST; modifying instruction; professional development	RTI emphasis on SST; modifying instruction; professional development was provided	\$31,996.15-TOTAL \$19,404.40 (1000) Salaries \$3,591.75 (3000) Benefits \$9,000 (5000) Services/Consultant Supplemental (1000) Salaries (3000) Benefits (5000) Services Resource 0935	\$26,770.30-TOTAL \$16,727.90 (1000) Salaries \$3,012.11(3000) Benefits \$7,030.29 (5000) Services/Consultant Supplemental (1000) Salaries (3000) Benefits (5000) Services Resource 0935

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Professional development in classroom technology instruction through TCSOS	• Consultation and guidance provided to the Tech Committee and administration.	\$8,994.91-TOTAL \$7,590 (1000)-Salaries \$1,404.91 (3000)-Benefits Supplemental (1000) Salaries (3000) Benefits	\$5,388.06-TOTAL \$4,546.50 (1000)-Salaries \$841.56 (3000)-Benefits Supplemental (1000) Salaries (3000) Benefits

Action 3

Planned	Actual	Budgeted	Estimated Actual Expenditures
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Actions/Services	Actions/Services	Expenditures	Expenditures
School crisis counselor services	School crisis counselor services provided	\$29,159.39-TOTAL \$24,605 (1000) Salaries \$4,554.39 (3000) Benefits Supplemental (1000) Salaries (3000) Benefits Function 3110	\$27,832.07-TOTAL \$23,485 (1000) Salaries \$4,347.07 (3000) Benefits Supplemental (1000) Salaries (3000) Benefits Function 3110

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand instructional access to technology; and professional development for instruction for teachers	Expand instructional access to technology and professional development for instruction for teachers; and provided one on one access to tech for students	\$61,209.90-TOTAL \$55,636.75 (4000) Supplies \$5,573 (5000) Services Supplemental (4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	\$43,551.94-TOTAL \$42,133.38 (4000) Supplies \$1,418.56 (5000) Services Supplemental (4000) Supplies (5000) Services Resource 0008 Dist. \$4,239- (5000) Services Resource 6264-EEF

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Get Focused Stay Focused	Get Focused Stay Focused was implemented this year	\$0	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Engage students in character education through Character Strong curriculum.	Students are more engaged in character education after Character Strong curriculum was introduced.	\$2,000-TOTAL \$2,000 (4000) Supplies Supplemental (4000) Supplies Resource 0935	\$2,137.57-TOTAL \$2,137.57 (4000) Supplies Supplemental (4000) Supplies Resource 0935
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Professional development emphasized the SST and RTI process for 2017-2018. The principal and grade level coordinators conducted increased meetings and intervention meetings with students and their adult stakeholders. Tech professional development increased with monthly "what's app'ening" segments in staff development. The school crisis counselor continued to provide services. The character strong curriculum was introduced in the school and the Character Counts celebrations took place monthly. Get Focused, Stay Focused was implement this year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The staff responded positively to the SST process. A reduction of requests for 504 plans resulted from these meetings. Students received increased targeted interventions aimed at their specific struggles.

Mr. Sweitzer has done an excellent job with the Character Counts program by recognizing students being caught showing positive character.

Teachers have continued to receive tech support professional development for classroom use of tech for instruction. Hardware for instruction and providing ongoing access to one to one devices has taken place at the school.

Students have shown a willingness to receive support for their personal issues with our crisis counselor. The counselor has shown great skill in supporting at risk populations who are struggling with personal issues. Students who feel safe at school tend to have higher attendance rates and be more successful.

Though attendance rates are high, suspension and expulsion rates remain high as well. Administrators have looked at and enforced alternative means for correction of student negative behavior. Expulsions have resulted from multiple drug infractions on campus. Suspensions have been adjusted for the most serious of infractions. Yet the numbers continue to be high, particularly for our free and reduced students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between the budget and actual spending was primarily due to Professional development expenses paid for out of Educator Effectiveness one time funding. Originally the district planned to have an RTI/SST consultant provide training, however this was done by the district administration.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Student engagement remains a high priority for the school, particularly for our most at risk students. Efforts will continue through the Get Focused, Stay Focused is a goal setting program that when fully implemented will cover student's grade 9-12. Pulling students into the SST process as early as possible will be a target for 2018-2019. Research indicates the more students are connected to the school by engaging in the processes and activities, the more successful they will be.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal #3. Increase student preparation for college, career, and community:

- through increasing the percentage of students achieving A-G requirements for college.
- Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.
- Increase communication of information to parents and students about post-secondary opportunities

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement

Priority Seven: Course Access

Priority Eight: Other Pupil Outcomes

Annual Measurable Outcomes

Annual Measurable Outcomes

	Expected	Actual
Percent graduating meeting a-g 57%	51% (baseline 2016 55%) 2018	Estimated: 53%

Increase students in pathway programs (baseline 2016 405 enrollments) 2018 410 enrollments	Estimated 80% graduating seniors
4 year college senior enrollment (baseline 2016 27.8%) 2018 28%	Estimated: 30%
Seniors attending Columbia College (baseline 2016 33.8%) 2018 35%	Estimated: 57%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide equipment for Pathway instruction	Supplies purchased for CTE courses to expand pathways (Vet Science, Manufacturing, Robotics, Leadership)	\$4,381-TOTAL \$4,381 (4000) Supplies Supplemental (4000) Supplies Resource 0935	\$4,353.39-TOTAL \$4,353.39 (4000) Supplies Supplemental (4000) Supplies Resource 0935

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase student enrollment in Pathway courses	Pathway courses are emphasized to students through the registration process.	\$0	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CTE teacher training	Multiple CTE teacher trainings were provided	\$5,000 CTEIG (5000)-Services/Travel/ Conference Resource 6387	\$2,918.89 CTEIG (5000)-Services/Travel/ Conference Resource 6387

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AP training for teachers	No teachers attended this year.	\$2,000-TOTAL \$2,000 (5000) Services/Trav/Conf Supplemental (5000) Services/Trav/Conf Resource 0935	\$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Incorporate a Columbia College CTE course on campus for 2017-2018.	Incorporated a Columbia College CTE course on campus for 2017-2018.	\$4,000 Base Grant (4000) Books and Supplies	\$911.45 Base Grant (4000) Books and Supplies \$3,000 (4000)Books and Supplies Resource 7338

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

Efforts are being made to prepare more students for more options upon graduation from Summerville. Involvement in a-g courses, career-tech education, and focus on the future guide students into a more defined future. Equipment dedicated to pathway instruction was purchased this year. The new course in Fire Science in a partnership with Columbia College increased the CTE participation. CTE training was a focus for the year, however no teacher were available for P training leading up to this school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

More courses have been identified and qualified as a-g courses at Summerville. GLCs are guiding more students into these courses, with the result being more students are graduating college ready going from 39% in 2013 to 55% in 2016. Emphasis on pathway courses and equipment has taken place through the CTIEG Grant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures that impacted a discrepancy between budgeted and actual expenditures were the supplies paid for by Educator Effectiveness, College Readiness, and the Adult Education Block Grant as well as the fact that teachers did not have a need to attend AP training during the 17/18 fiscal year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

Identify where those changes can be found in the LCAP.

Efforts will target increasing a-g courses at the school. The school will continue implementing the curriculum “Get Focused, Stay Focused” for 2018-2019 and beyond. This curriculum guides students to make a 10 year plan for their future which includes, preparation, employment, education, family, and economic goals. GFSF has proven to reduce freshman failure rates, decrease dropouts and increase attendance, all contributing to a higher success rate for freshman transition and focus for students throughout the high school experience. Efforts will be made to continue to maintain a two year cycle of sending every AP teacher to professional development.

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA has engaged the community in multiple efforts to solicit input into the LCAP. Shareholder meetings have been held where input was solicited from the School Site Council, the Tech Committee, PLC Leads, Staff, and the governing board. Parents were contacted through the “School Messenger” automated call program. The School Site Council is serving as the primary community review committee for the LCAP.

More school improvement issues that are imbedded in the LCAP are discussed in increasing

regularity at school meetings. The use of technology continues to be a driving force on campus, both in planning and evaluating the instructional success. The technology committee has been a great resource in providing thoughtful review of the tech initiatives. The school board has a strong emphasis on academics. This emphasis includes regular reports to the board on student achievement, professional development, and student academic outcomes.

The LCAP input was discussed and information gathered at all of the following meetings:

September 7, 2017 Tech Committee

September 13, 2017 SSC

October 4, 2017 Tech Committee

October 11, 2018 SSC

November 1, 2017 Tech Committee

November 8, 2017 SSC

December 6, 2017 Tech Committee

December 13, 2017 SSC

January 3, 2018 Tech Committee

January 10, 2017 SSC

February 7, 2018 Tech Committee

February 14, 2018 SSC

March 7, 2018 Tech Committee

March 14, 2018 SSC

April 4, 2018 Tech Committee

April 11, 2018 SSC

April 13, 2018 Management Team Review of LCAP

April 17, 2018 CVPAA Advisory Group

April 18, 2018 SUHSD Board Budget Workshop

April 19, 2018 Administration Meeting with Science Department

April 26, 2018. SUHSD Certificated Staff

May 4, 2018. SUHSD Administrative Team Review

May 9, 2018 SSC

June 26, 2018. SUHSD School Board. First Reading

June 27, 2018. SUHSD School Board. Approval

School Site Council includes student and parent representation.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

For SUHSD, the LCAP process is integrated into ongoing discussions and evaluations of programs, expenditures, outreach effectiveness, and LCAP goals. The outreach to stakeholders resulted in providing valuable information for continuing current actions, modifying actions, and adding new actions. Expansion of our course offerings will include an “online course”. The online course offering will include access to Columbia College courses and BYU high school course credit recovery. In

preparing students for college, career, and community, we will focus both on our college going students and students “at risk” of not graduating in the same classroom. Stakeholder input supports the an increase effectiveness of student engagement through technology; increasing teacher effectiveness through professional development in the areas of technology use, more professional development in RTI and student interventions, effective first teaching, and classroom intervention strategies. The discussions during the budget workshop on April 18 and with the science department on April 19th, have focused on the needs in continuing to implement NGSS. As the science department continues to incorporate NGSS standards, the need to provide access to appropriate lab facilities and equipment has surfaced. The concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303. Options are being discussed with potential action #9 in goal one for 2018-2019 to include converting room 306 into a dedicated science lab.

Goals, Actions, & Services 2018-2019

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Goal #1. Provide a rigorous academic program for every student in Summerville Union H.S. District with the opportunity to learn at high levels through:

- full implementation of Common Core State Standards
 - increase graduation rate increasing academic performance as measured by the CAASPP (California Assessment of Student Performance and Progress)
 - Provide access to core curriculum to all students

State and/or Local Priorities addressed by this goal:

Priority One: Basic Conditions of Learning

Priority Two: State Standards

Priority Four: Pupil Achievement

Identified Need:

To provide a challenging curriculum to every student.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	2016 92.1%	92.4%	92.7%	93%
SBAC 95% Tested	2016 95%+	95+%	95+%	95+%
CASSPP 11 th	2016 Meets/Exceeds ELA 71%. Math 40%.	ELA 72% Math 41%	ELA 73% Math 42%	ELA 74% Math 43%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	Summerville High School. Grades 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes	Math 1 and 2: support classes ELA Development 1 and 2: support classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,613.62-TOTAL \$37,645.45 (1000)-Salaries \$6,968.17 (3000)-Benefits	\$52,326.46-TOTAL \$43,579.24 (1000)-Salaries \$8,747.22 (3000)-Benefits	\$54,196-TOTAL \$44,451 (1000)-Salaries \$9,745 (3000)-Benefits
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000)-Salaries (3000)-Benefits	(1000)-Salaries (3000)-Benefits	(1000)-Salaries (3000)-Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners,
Foster Youth, and/or Low
Income)

Scope of Services:

(Select from LEA-wide, Schoolwide,
or Limited to Unduplicated Student
Group(s))

Location(s):

(Select from All Schools,
Specific Schools, and/or
Specific Grade Spans)

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	Summerville High School. Grades 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After school tutoring	After school tutoring	After school tutoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,160.60-TOTAL \$9,000 (1000/2000)-Classified and Certificated Salaries \$2,160.60 (3000)-Benefits	\$12,538.64-TOTAL \$10,100 (1000/2000)-Classified and Certificated Salaries \$2,438.64 (3000)-Benefits	\$13,345-TOTAL \$10,302 (1000/2000)-Classified and Certificated Salaries \$3,043 (3000)-Benefits
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)	(1000/2000)-Salaries (3000)-Benefits Dist. defined (7090)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA Wide	All schools. Grades 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Core teachers to Math Common Core and NGSS training.	Academic teachers attend standards based professional development	Academic teachers attend standards based professional development
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Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$5,000-TOTAL \$5,000(Services/Conferences/Trav)	\$3,000-TOTAL \$3,000(Services/Conferences/Trav)	\$3,000-TOTAL \$3,000(Services/Conferences/Trav)
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(5000)-Services Resource 0935	(5000)-Services Resource 0935	(5000)-Services Resource 0935

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Youth	Foster Low Income	Limited to unduplicated students	All schools. Grades 9-12
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Actions/Services

**Select from New,
Modified, or
Unchanged for 2017-18**

**Select from New,
Modified, or
Unchanged for 2018-19**

**Select from New, Modified, or
Unchanged for 2019-20**

Modified	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Summer credit recovery for underperforming students	Summer credit recovery for underperforming students	Summer credit recovery for underperforming students
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,493.04-TOTAL \$7,672.80 (1000) Certificated Salaries \$1,420.24 (3000) Benefits \$5,400 (4000) Supplies	\$15,755.29-TOTAL \$9,245.20 (1000) Certificated Salaries \$1,110.09 (3000) Benefits \$5,400 (4000) Supplies	\$17,497.25-TOTAL \$9,430 (1000) Certificated Salaries \$2,067.25 (3000) Benefits \$6,000 (4000) Supplies
Source	Supplemental	Supplemental Resource 0926	Supplemental Resource 0926
Budget Reference	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926	(1000) Salaries (3000) Benefits (4000) Supplies Resource 0926

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners,
Foster Youth, and/or Low
Income)

Scope of Services:

(Select from LEA-wide,
Schoolwide, or Limited to
Unduplicated Student Group(s))

Location(s):

(Select from All Schools,
Specific Schools, and/or
Specific Grade Spans)

English Learners Youth	Foster Low Income	LEA Wide	All schools. Grades 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Admin provide annual student academic progress reviews to every student	Admin provide annual student academic progress reviews to every student	Admin provide annual student academic progress reviews to every student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA Wide	All schools. Grades 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SBAC training on interim assessments for ELA and Math E	SBAC training on interim assessments for ELA and Math	SBAC training on interim assessments for ELA and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000-TOTAL \$2,000-(5000) Services/Conf./Travel	\$0	\$0
Source	Supplemental	Support provided by County Office at no cost	Support provided by County Office at no cost
Budget Reference	(5000)- Services/Conf./Travel Resource 0935		

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students

All schools. Grades 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18
Actions/Services**

**2018-19
Actions/Services**

**2019-20
Actions/Services**

Qualify more courses for A-G requirements

Qualify more courses for A-G requirements

Qualify more courses for A-G requirements

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Source

**Budget
Reference**

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Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All students

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase common core curriculum

Purchase standards based curriculum and professional development.

Purchase standards based curriculum and professional development.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$61,604.30-TOTAL \$61,604.30 (4000) Supplies	\$67,322.98-TOTAL \$67,322.98(4000) Supplies	\$44,981-TOTAL \$44,981 (4000) Supplies
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies Resource 0920	(4000) Supplies Resource 0920	(4000) Supplies Resource 0920

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners,
Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide,
or Limited to Unduplicated Student
Group(s))

Location(s):

(Select from All Schools, Specific
Schools, and/or Specific Grade
Spans)

All students	Schoolwide	Summerville High School
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Actions/Services

**Select from New, Modified,
or Unchanged for 2017-18**

**Select from New, Modified,
or Unchanged for 2018-19**

**Select from New, Modified, or
Unchanged for 2019-20**

	New	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.	Implement the concept of a single lab classroom, shared by all lab science classes has been discussed in addition to creating a more interactive classroom instruction environment in room 303.
--	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$45,032.78-TOTAL \$45,032.78(4000) Supplies	\$20,000-TOTAL \$20,000 (4000) Supplies
Source		Supplemental	Supplemental
Budget Reference		(4000) Supplies Resource 0935	(4000) Supplies Resource 0935

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Goal #2. Increase student engagement:

- Through increased use of student engagement instructional strategies in Summerville Union H.S. District classrooms.
- The use of technology instruction in the classroom
- Increase use of Character Counts and student recognition programs
- Engage students in character education through Character Strong curriculum.

State and/or Local Priorities addressed by this goal:

Priority Five: Pupil Engagement

Priority Six: School Climate

Identified Need:

Engaging students is key to success in student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Three Tech PD to staff	2016 3 tech PD to staff	3 tech PD to staff	3 tech PD to staff	3 tech PD to staff
Increase Attendance Rate	2016 94%	94.2%	94.4%	94.6%
Decrease Chronic Absenteeism	2016 14.75%	14.5%	14.25%	14%
Decrease suspension rate	2015-2016 8.4%	6%	5%	4%
Decrease expulsion rates	2015-2016 .93%	.80%	.70%	.60%
Recognize students in Character Counts Program	2016-2017 6 Luncheons	7 luncheons	7 luncheons	8 luncheons

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA wide	All schools. Grades 9-12.
--	----------	---------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
-----	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

RTI emphasis on SST; modifying instruction; professional development	RTI emphasis on SST; modifying instruction; certificated staff professional development	RTI emphasis on SST; modifying instruction; professional development
--	--	--

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$31,996.15-TOTAL \$19,404.40 (1000) Salaries \$3,591.75 (3000) Benefits \$9,000 (5000) Services/Cons	\$29,371.18-TOTAL \$20,274.40 (1000) Salaries \$4,096.78 (3000) Benefits \$5,000 (5000) Services/Travel/Conference/Training	\$32,716.78-TOTAL \$19,990.90 (1000) Salaries \$3,725.88 (3000) Benefits \$9,000 (5000) Services/Consultant
--	--	--

	ultant		
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits (5000) Services Resource 0935	(1000) Salaries (3000) Benefits (5000) Services Resource 0935	(1000) Salaries (3000) Benefits (5000) Services Resource 0935

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA wide	All schools. Grades 9-12.
--	----------	---------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
------------------	------------------	------------------

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Professional development in classroom technology instruction through TCSOS	Professional development in classroom technology instruction through TCSOS	Professional development in classroom technology instruction through TCSOS
--	--	--

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$8,994.91-TOTAL
\$7,590
(1000)-Salaries
\$1,404.91
(3000)-Benefits

\$4,000 -TOTAL
\$4,000
(5000)-Services/
Contracts

\$4,000-TOTAL
\$4,000
(5000)-Service/Contracts

Source**Supplemental****Supplemental****Supplemental****Budget Reference**

(1000) Salaries
(3000) Benefits

(5000) Services
Resource 0935

(5000) Services
Resource 0935

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	School wide	Summerville High. Grades 9-12.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School crisis counselor services	School crisis counselor services	School crisis counselor services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,159.39-TOTAL \$24,605 (1000) Salaries \$4,554.39 (3000) Benefits	\$29,543.72-TOTAL \$24,605 (1000) Salaries \$4,938.72 (3000) Benefits	\$30,212.48-TOTAL \$24,605 (1000) Salaries \$5,607.48 (3000) Benefits
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(1000) Salaries (3000) Benefits Function 3110	(1000) Salaries (3000) Benefits Function 3110	(1000) Salaries (3000) Benefits Function 3110

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from All, Students with Disabilities,
or Specific Student Groups)**Location(s):**(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

--	--

OR**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:****Students to be Served:**(Select from English Learners,
Foster Youth, and/or Low
Income)**Scope of Services:**(Select from LEA-wide,
Schoolwide, or Limited to
Unduplicated Student
Group(s))**Location(s):**(Select from All Schools,
Specific Schools, and/or
Specific Grade Spans)

English Learners Youth	Foster Low Income	LEA wide	All schools. Grades 9-12.
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Actions/Services**Select from New,
Modified, or Unchanged
for 2017-18****Select from New,
Modified, or
Unchanged for 2018-19****Select from New, Modified,
or Unchanged for 2019-20**

Modified	Modified	Unchanged
----------	----------	-----------

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Expand instructional access to technology and professional development for instruction for teachers	Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students	Provide instructional access to technology and professional development for instruction for teachers; and one to one tech devices to students
---	---	---

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$61,209.90-TOTAL
\$55,636.75 (4000)
Supplies
\$5,573 (5000)
Services

\$59,411.75-TOTAL
AL
\$55,636.75
(4000) Supplies
\$3,775 (5000)
Services

\$66,861.75-TOTAL
\$55,636.75 (4000)
Supplies
\$11,225 (5000) Services

Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199	(4000) Supplies (5000) Services Resource 0008 Dist. Defined 0199

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities,
or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools,
and/or Specific Grade Spans):

All students	Summerville High School
---------------------	--------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:

(Select from LEA-wide,
Schoolwide, or Limited to
Unduplicated Student
Group(s))

Location(s):

(Select from All Schools,
Specific Schools, and/or
Specific Grade Spans)

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Actions/Services

**Select from New, Modified,
or Unchanged for 2017-18**

**Select from New, Modified,
or Unchanged for 2018-19**

**Select from New, Modified,
or Unchanged for 2019-20**

New	Unchanged	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Get Focused Stay Focused	Get Focused Stay Focused	Get Focused Stay Focused
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Paid for by Grant	Paid for by Grant	Paid for by Grant
Budget Reference			

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	School wide	Summerville High
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
-----	-----------	-----------

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Engage students in character education through Character Strong curriculum.

Engage students in character education through Character Strong curriculum.

Engage students in character education through Character Strong curriculum.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

**\$2,000-TOTAL
\$2,000 (4000)
Supplies**

**\$2,000-TOTAL
\$2,000 (4000)
Supplies**

**\$2,000-TOTAL
\$2,000 (4000)
Supplies**

Source**Supplemental****Supplemental****Supplemental****Budget
Reference**

**(4000) Supplies
Resource 0935**

**(4000) Supplies
Resource 0935**

**(4000) Supplies
Resource 0935**

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Goal #3. Increase student preparation for college, career, and community:

- **through increasing the percentage of students achieving A-G requirements for college.**
- **Identify, refine, and implement efforts to prepare and connect students to future career opportunities through education, training, and work.**
- **Increase communication of information to parents and students about post-secondary opportunities**

State and/or Local Priorities addressed by this goal:

Priority Three: Parental Involvement

Priority Seven: Course Access

Priority Eight: Other Pupil Outcomes

Identified Need:

Preparing students for college, career, and community

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent graduating meeting a-g	2016 55%	57%	59%	61%
Increase students in pathway programs	2016 405 Student course enrollments	410	415	420
4 year college senior enrollment	2016 27.8%	28%	29%	30%
Seniors attending Columbia College	• 2016 – Number of seniors taking courses at Columbia College 2016 – 44/130, 33.8% of graduating seniors	35%	37%	39%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	School wide	Summerville High
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide equipment for Pathway instruction	Provide equipment for Pathway instruction	Provide equipment for Pathway instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,381-TOTAL \$4,381 (4000) Supplies	\$5,135-TOTAL \$5,135 (4000) Supplies	\$5,135-TOTAL \$5,135 (4000) Supplies
Source	Supplemental	Supplemental	Supplemental
Budget Reference	(4000) Supplies Resource 0935	(4000) Supplies Teacher Supply Budgets	(4000) Supplies Teacher Supply Budgets

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or
Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans):

All	Summerville High. Grades 9-12
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses	Increase student enrollment in Pathway courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Summerville High. Grades 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

CTE teacher training

CTE teacher training

CTE teacher training

Budgeted Expenditures**Year**

2017-18

2018-19

2019-20

Amount

\$5,000

\$5,000

\$5,000

Source

CTEIG

CTEIG

CTEIG

Budget Reference(5000)-Services/Travel/Conference
Resource 6387(5000)-Services/Travel/Conference
Resource 6387(5000)-Services/Travel/Conference
Resource 6387**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Youth	Foster Low Income	School wide	Summerville High. Grades 9-12
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

AP training for teachers	AP training for teachers	AP training for teachers
--------------------------	--------------------------	--------------------------

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

**\$2,000-TOTAL
\$2,000 (5000)
Services/Trav/Conf**

**\$2,000-TOTAL
\$2,000 (5000)
Services/Trav/Conf**

**\$2,000-TOTAL
\$2,000 (5000)
Services/Trav/Conf**

Source

Supplemental

Supplemental

Supplemental

Budget Reference	(5000) Services/Trav/Conf Resource 0935	(5000) Services/Trav/Conf Resource 0935	(5000) Services/Trav/Conf Resource 0935
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Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Summerville High. Grades 9-12.
------------	---------------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	--	---

--	--	--

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
--	--	--

New	Unchanged	Unchanged
------------	------------------	------------------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
---------------------------------	---------------------------------	---------------------------------

Incorporate a Columbia College CTE course on campus for 2017-2018.	Support a Columbia College CTE course on campus for 2018-2019.	Support a Columbia College CTE course on campus for 2019-2020.
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$1,000	\$1,000
Source	Base Grant	Supplemental	Supplemental
Budget Reference	(4000) Books and Supplies	(4000) Books and Supplies Resource 0935	(4000) Books and Supplies Resource 0935

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	Summerville High. Grades 9-12.
-----	--------------------------------

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

--	--	--

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New	Unchanged
--	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A	Online course offering that includes access to Columbia College courses and BYU high school course credit recovery	Online course offering that includes access to Columbia College courses and BYU high school course credit recovery
-----	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$12,431.20-TOTAL \$10,353.12 (1000) Certificated Salaries \$2,078.08 (3000) Benefits	\$12,966.83-TOTAL \$10,560.18(1000) Certificated Salaries \$2,406.65 (3000) Benefits
Source	N/A	Supplemental	Supplemental
Budget Reference	N/A	Certificated Salaries Resource 1400 (1 period)	Certificated Salaries Resource 1400 (1 period)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$340,869	6.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Efforts to improve student learning for unduplicated students at Summerville (44.93%) are balanced between targeted actions and schoolwide actions. Both have the emphasis of improving learning for our at risk students. Based upon staff and stakeholder input, the school is implementing a

actions/services to increase or improve services to our at risk students.

The actions that are principally directed to target unduplicated students identify students who are struggling academically and are focused upon providing support specifically to those students. These include the following:

- Math 1 and Math 2 support courses
- English Language Development support courses
- After school tutoring
- Summer School credit recovery
- Providing crisis counseling services
- Response to Intervention implementation

Each of these actions employee strategies to identify, support, and promote improvement in the academic performance of underperforming students. Each of these efforts has criteria to identify struggling students and principally direct academic invention with those students specifically.

The LEA employs strategies to provide services LEA wide that have the greatest impact on the at risk student population. Research supports that the first level of intervention and student support is through effective first teaching. These include providing a highly competent staff for instruction that are fully trained in common core standards, particularly in ELA and Math, both gateway subjects. The following services also are principally directed toward students using supplemental funds including but not limited to:

- Providing at least one annual one on one guidance appointment with academic counseling for every student
- Implement LEA wide a Get Focused, Stay Focused curriculum to freshman that in three years will grandfather into all grades 9-12. GFSF specifically guides all students in creating a detailed 10 year plan for success in the occupational areas of their choice.
- Academic support classes including ELD and Math
- After school tutoring

Research indicates that good academic practices show the greatest potential results with struggling students. While any student would benefit from the above itemized actions, the unduplicated students benefit the most.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged,

English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if

desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe

the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of

adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its

authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any school wide or district wide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local

priorities.

- **For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.**

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- **For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.**
- **For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.**

E. State Priorities

Priority 1: Basic Services addresses the degree to which:

- 1. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;**
- 2. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and**
- 3. School facilities are maintained in good repair.**

Priority 2: Implementation of State Standards addresses:

- 1. The implementation of state board adopted academic content and performance standards for all students, which are:**
 - 1. English Language Arts – Common Core State Standards (CCSS) for English Language Arts**
 - 2. Mathematics – CCSS for Mathematics**
 - 3. English Language Development (ELD)**
 - 4. Career Technical Education**
 - 5. Health Education Content Standards**
 - 6. History-Social Science**
 - 7. Model School Library Standards**
 - 8. Physical Education Model Content Standards**
 - 9. Next Generation Science Standards**
 - 10. Visual and Performing Arts**
 - 11. World Language; and**
- 2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.**

Priority 3: Parental Involvement addresses:

1. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
2. How the school district will promote parental participation in programs for unduplicated pupils; and
3. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

1. Statewide assessments;
2. The Academic Performance Index;
3. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
4. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
5. The English learner reclassification rate;
6. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
7. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

1. School attendance rates;
2. Chronic absenteeism rates;
3. Middle school dropout rates;
4. High school dropout rates; and
5. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

1. Pupil suspension rates;
2. Pupil expulsion rates; and
3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

1. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
2. Programs and services developed and provided to unduplicated pupils; and
3. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

1. Working with the county child welfare agency to minimize changes in school placement
2. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
3. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
4. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

1. Local priority goals; and
2. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 CCR Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

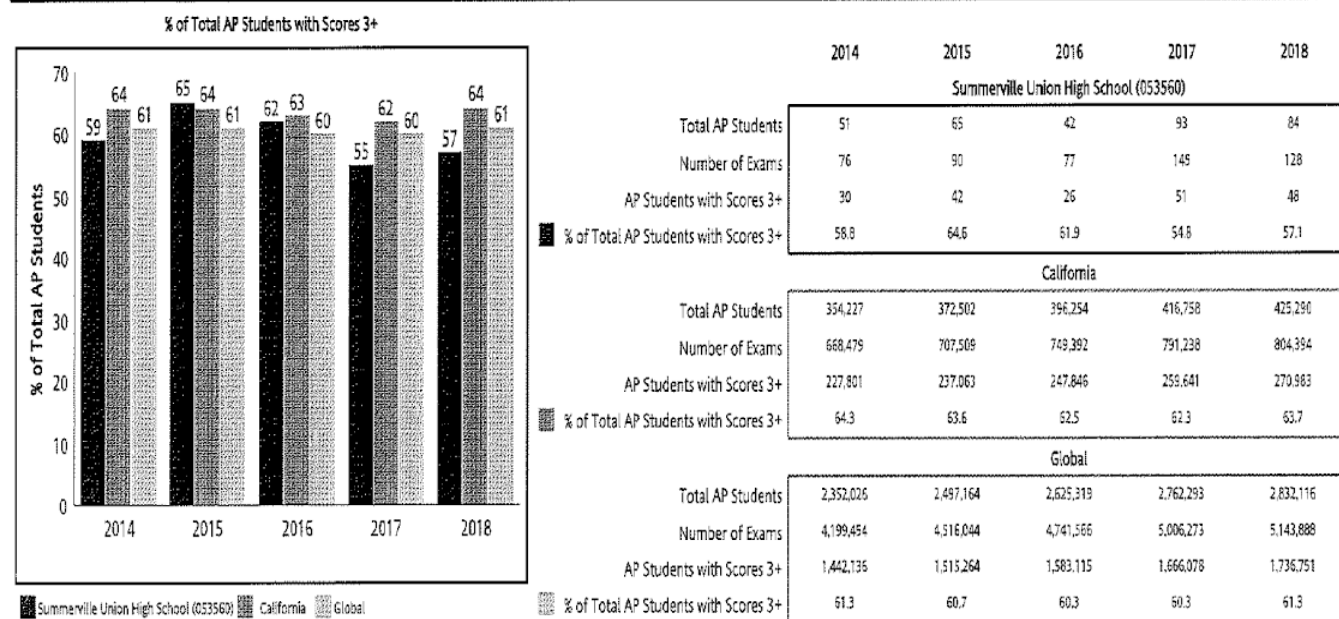
F. Approved AP course course list: <http://apcourseaudit.epiconline.org/ledger/>

AP[®] Five-Year School Score Summary (2018)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul. 18, 2018. Report Run Oct. 11, 2018

Summerville Union High School (053560)



Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



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AP[®] Five-Year School Score Summary (2018)

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Data Updated Jul 18, 2018. Report Run Oct 11, 2018

Summerville Union High School (053560)

Summerville Union High School (053560)						California					Global				
English Language and Composition															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		7		1		7,135	8,156	9,175	8,134	9,580	48,497	52,434	58,643	53,198	61,914
4		8		9		13,201	14,355	14,597	15,733	15,522	90,548	97,172	96,625	106,530	103,550
3		7		12		22,089	21,571	23,230	24,968	26,601	143,859	144,613	149,154	161,283	168,128
2		4		9		25,880	27,005	30,223	31,773	30,236	152,507	157,552	176,254	179,103	170,885
1						11,513	12,717	10,374	14,166	13,509	71,713	78,604	68,453	83,301	79,289
Total Exams		26		31		79,818	83,804	88,199	94,774	95,448	507,124	530,375	550,129	583,415	583,766
Mean Score		3.69		3.06		2.73	2.74	2.78	2.70	2.76	2.79	2.79	2.82	2.77	2.83

English Literature and Composition															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5	2		1		1	5,064	5,033	4,808	4,191	3,833	30,531	30,460	30,224	27,624	22,975
4	9		5		4	10,378	10,754	10,248	9,235	8,571	70,802	73,125	72,400	65,350	59,099
3	14		12		9	17,254	17,700	17,192	17,294	15,863	118,081	122,631	119,608	120,711	110,344
2	6		8		9	21,015	20,974	22,385	22,980	23,989	131,572	131,534	135,861	137,878	146,152
1						6,754	6,483	7,279	8,436	10,545	47,745	45,004	48,942	54,969	67,968
Total Exams	31		26		23	60,405	60,954	62,012	62,136	62,802	398,731	402,754	407,035	406,532	406,538
Mean Score	3.23		2.96		2.87	2.77	2.78	2.73	2.64	2.54	2.76	2.76	2.75	2.69	2.56

European History															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						1,796	2,242	1,477	1,967	2,548	9,557	11,177	8,090	9,944	12,351
4				2	1	3,973	4,030	3,668	4,420	4,731	18,661	18,770	17,562	19,874	20,623
3				6	7	8,590	9,199	7,704	7,379	6,745	37,602	38,484	32,015	29,851	26,634
2				13	14	3,362	3,130	11,530	10,123	8,889	13,011	11,535	38,575	33,850	30,916
1				1	1	9,456	8,807	5,061	4,964	4,323	31,877	28,363	13,505	12,691	12,644
Total Exams				22	23	27,177	27,408	29,440	28,853	27,237	110,708	108,329	109,748	106,410	103,168
Mean Score				2.41	2.35	2.46	2.55	2.49	2.59	2.72	2.65	2.75	2.71	2.61	2.89

AP[®] Five-Year School Score Summary (2018)

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* Data Updated Jul 18, 2018, Report Run Oct 11, 2018

Summerville Union High School (053560)

Summerville Union High School (053560)						California					Global				
United States Government and Politics															
	2014	2015	2015	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5						5,032	4,378	5,412	4,981	5,940	32,336	27,546	36,539	35,692	43,684
4						5,306	6,042	6,073	5,847	6,348	33,898	38,345	40,193	39,911	43,491
3						11,924	11,366	11,563	12,536	12,999	71,829	70,019	74,014	82,502	86,587
2					2	11,756	11,549	11,549	12,555	12,660	67,126	70,847	71,302	78,985	79,961
1						13,021	14,646	14,151	15,931	14,124	66,996	76,566	74,976	83,884	74,282
Total Exams					2	47,039	47,981	48,748	51,850	52,071	272,185	283,323	297,024	320,974	328,005
Mean Score					2.00	2.52	2.46	2.53	2.45	2.56	2.62	2.54	2.64	2.58	2.70

United States History															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
5		4	1	1		8,982	7,745	9,632	9,016	9,022	50,976	44,897	59,029	54,969	54,371
4	4	7	5	4	5	16,029	13,288	13,355	13,727	13,867	98,927	85,806	88,709	90,214	93,912
3	8	5	4	7	5	14,305	16,385	16,241	16,384	16,809	93,548	112,701	111,449	113,685	115,669
2	11	8	3	11	5	19,789	17,515	17,307	17,768	16,981	130,143	118,045	114,930	119,549	114,890
1	2	4	3	12	4	13,761	17,834	20,013	22,324	22,074	91,384	115,077	120,395	130,554	129,880
Total Exams	25	28	16	35	19	72,866	72,767	76,548	79,219	78,753	464,978	476,526	494,512	508,971	508,722
Mean Score	2.56	2.96	2.88	2.17	2.58	2.82	2.66	2.68	2.61	2.63	2.76	2.64	2.70	2.65	2.66

* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

August 16, 2018

TO: Kellene Dittler
Dan Atkins
Jen Osterhout
Steve Sweitzer

FROM: Cindy Jensen

RE: Chronic Absence Report and Recommendations

LCAP Report

2014-2015 Rate: 20%

2015-2016 Rate: 19%

2016-2017 Rate: 16%

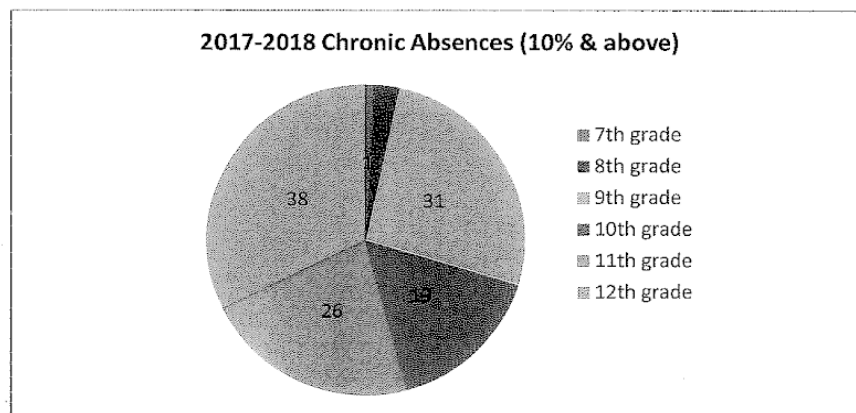
2017-2018 Rate: 18%

104 students with 10% or higher rate of absences (including students who transferred)

118 students with 10% or higher rate of absences (including students who transferred)



	Summerville	Connections
7th grade	n/a	1
8th grade	n/a	3
9th grade	27	4
10th grade	15	4
11th grade	21	5
12th grade	24	14



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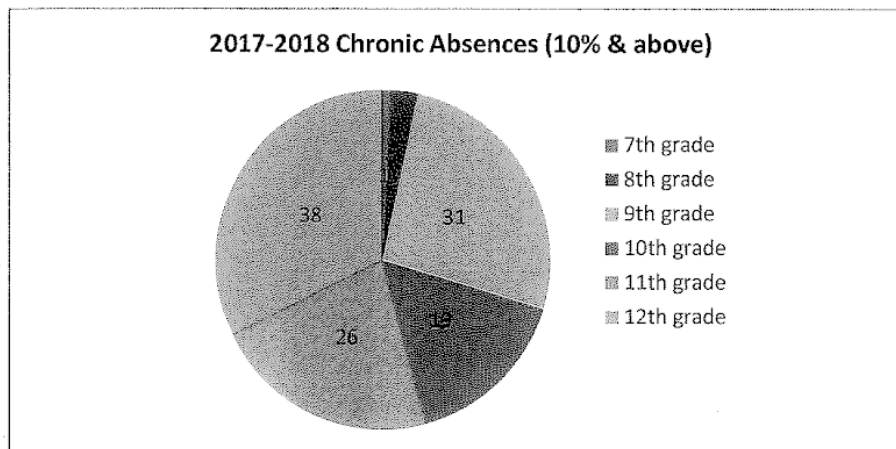
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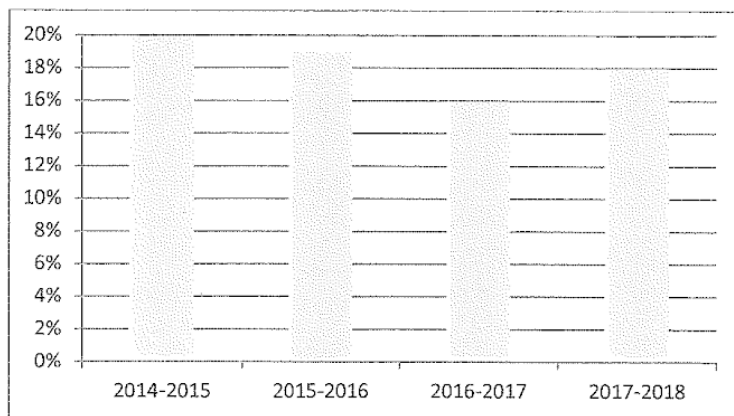
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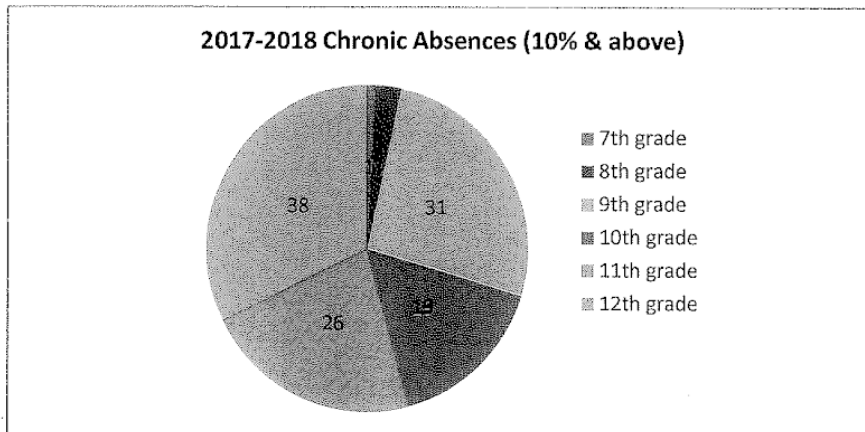
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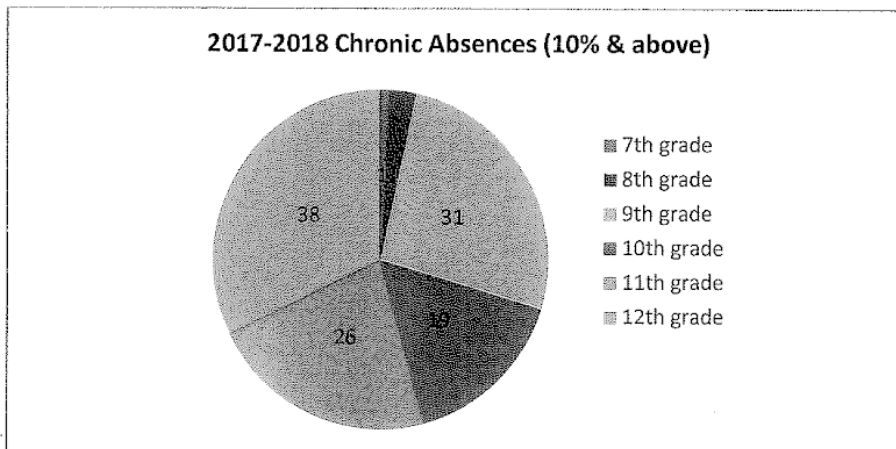
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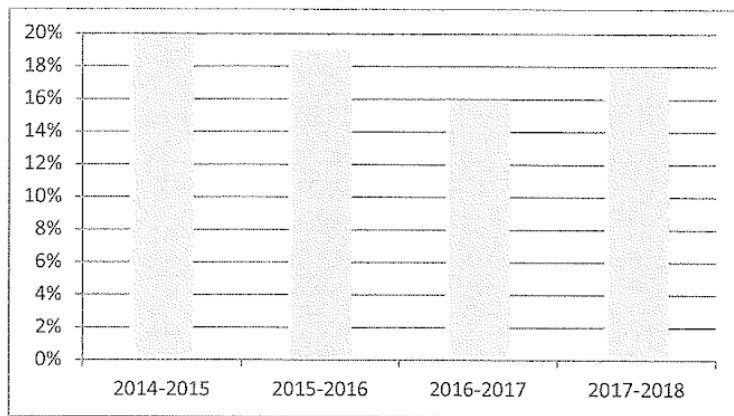
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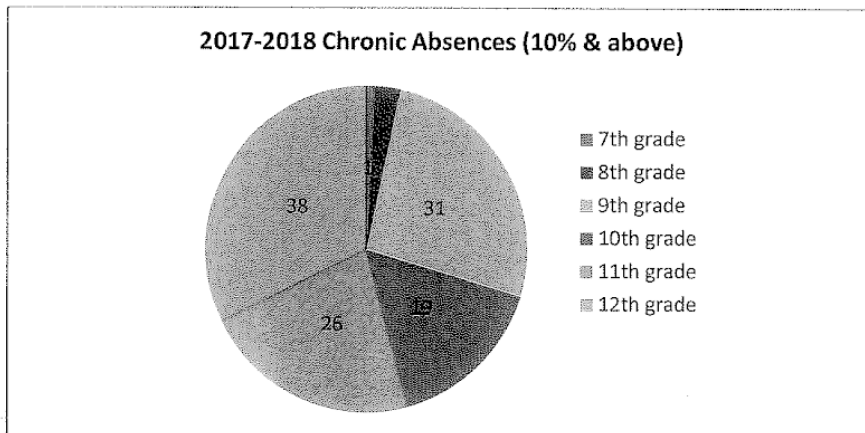
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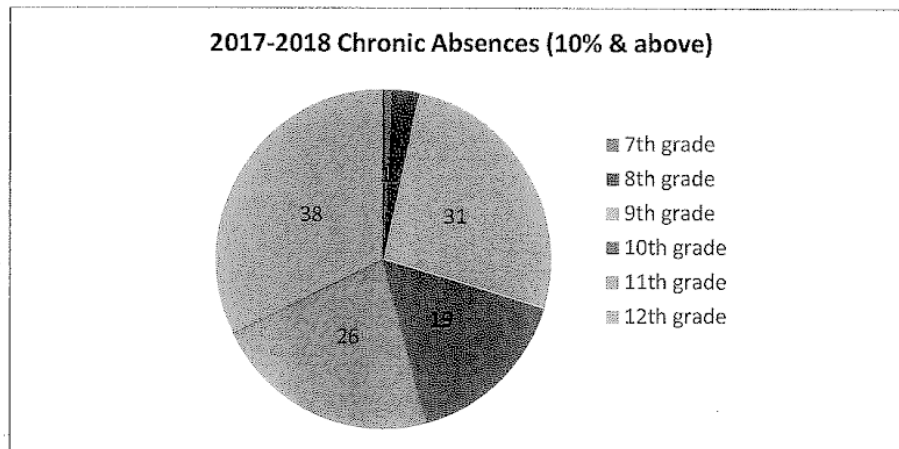
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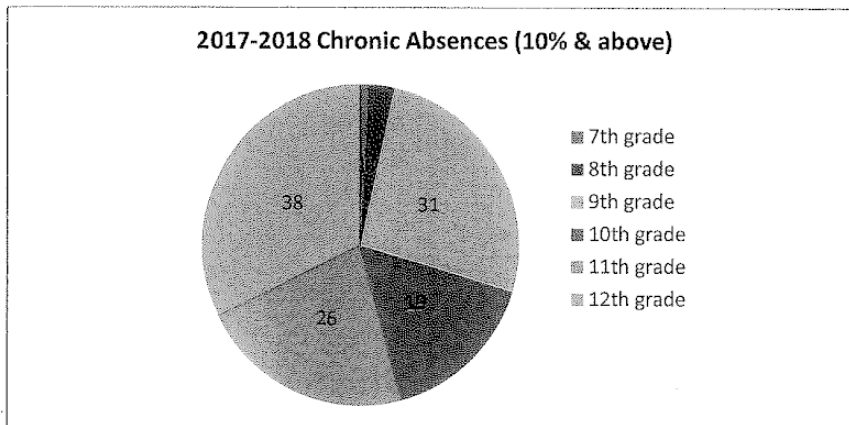
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COURSE HANDBOOK 2018-2019

**Summerville High School and
Connections Visual and Performing Arts Academy**

**17555 Tuolumne Road
Tuolumne, CA 95379**

**Ph: (209)928-4228
Fax: (209)928-1422**

District Superintendent:

Michael Merrill

High School Principal:

Kellene Dittler

Deputy Principal:

Stephen Sweitzer

Grade Level Coordinators:

Daniel Atkins (Connections)

Jennifer Osterhout (Summerville)

Summerville UHSD Governing Board

Hans deGroot

Spring Maddox

Randy Richter

Dennis Spisak

Bret Taylor

Summerville Union High School District
Vision * Mission * Beliefs

Vision: **Preparing students for college, career, and life.**

Mission: **Committed to excellence through innovative teaching and learning. Inspiring and empowering all students by providing the tools they need to be prepared for their future in an ever changing world.**

We Believe...

- **Every student can learn.**
- **In building a highly qualified and motivated staff with high expectations.**
- **It is our responsibility to provide every student with challenging and rigorous experiences so that they can become critical thinkers and problem solvers.**
- **In continually improving all aspects of the organization.**
- **In sound financial planning to achieve district goals.**
- **In doing what is best for all students.**
- **In engaging in and adapting to modern technology to prepare all students for their futures.**
- **That a clean, safe, healthy, and nurturing environment is essential for learning.**
- **All students should be engaged and academically challenged while accepting the responsibility for their learning.**
- **In co-curricular/extracurricular activities to enhance student development.**
- **Teamwork is vital for students, staff, and the school community in support of student learning.**

Graduation Requirements

ENGLISH:	40
Eight consecutive semesters of English	
SOCIAL STUDIES:	30
Two semesters of World History; two semesters of U.S. History; one semester of U.S. Government; one semester of Econ/Civics.	
MATHEMATICS:	30
Six semesters selected from mathematics course offerings required of all students. All students must complete one year of Algebra or Math I.	
SCIENCE:	20
Four semesters of science required: one year Biology or Life Science, one year Earth/Physical Science.	
PHYSICAL EDUCATION:	30
Students must be enrolled for each of the first six semesters of high school. Six semesters must be passed.	
FINE ARTS/FOREIGN LANGUAGE:	10
Students must pass one year of a foreign language, art, music, film or drama. Students may substitute one year of career technical education (CTE) courses for graduation requirements.	
NON-DEPARTMENTAL:	20
One semester of Health and one semester of Keyboarding during the freshman year and two semesters of Senior Seminar in the senior year.	
OTHER COURSES:	120
As indicated by major course of study and student's life plan.	
TOTAL REQUIRED FOR GRADUATION:	300
a) Students transferring into the District from another high school shall be awarded credits toward graduation based on courses completed elsewhere without penalty resulting from variation of local requirements.	
b) Students earning a comprehensive diploma must successfully complete a senior project.	

College Entrance Requirements

UNIVERSITY OF CALIFORNIA/ CALIFORNIA STATE UNIVERSITY SUBJECT REQUIREMENTS

A-G Coursework Subject Requirements

A. History/Social Science	2 years (1 year of US History or 1 semester of US History and 1 semester of civics or Government AND year of social science
1	
B. English	4 years (Composition, Literature, etc.)
C. Mathematics	3 years, Algebra 1 and Algebra 2 and 1 year of Geometry; OR Math I, Math II, Math III; 4 years

recommended

D. Laboratory Science	2 years, one of Biology and one of Chemistry or Physics. 3 years recommended
E. Foreign Language	2 years of same language required; 3 years recommended
F. Visual or Performing Arts	1 year
G. College Preparatory Electives	1 year coursework in addition to minimum requirements in subjects listed above

UC Admission Information: www.universityofcalifornia.edu/admissions

Students interested in applying to a UC campus need to complete the 15 A-G requirements, with at least 11 finished prior to the beginning of their senior year, with no grade lower than a C, and at least a 3.0 GPA in these courses. Students need to complete the SAT test with writing or the ACT with essay no later than December of their senior year. The SAT subject tests are not required for admission but certain majors on some campuses recommend them. Students may apply between November 1 and November 30 of their senior year.

CSU Admission Information: www.calstate.edu

Students interested in applying to a CSU campus need to complete the A-G requirements with no grade lower than a C. Students need to complete the SAT or ACT no later than December of their senior year. Some campuses, such as Cal Poly, recommend students take the SAT or ACT no later than November of their senior year. Students may apply between October 1 and November 30 of their senior year.

SAT/ACT Examination Information: Students register for the SAT at www.collegeboard.com. The ACT with writing may be used as a substitute or in addition to the SAT. Students register for the ACT at www.actstudent.org. It is recommended that students complete the optional Essay portion of the SAT and the optional writing portion of the ACT. Students who qualify for free or reduced lunch qualify for a fee waiver for the SAT and the ACT. Fee waivers are available from Mr. Atkins in the guidance office.

Community College Admission Information– A graduate of any accredited high school may be admitted to a community college. Current high school students may enroll in college classes if they are in good standing and have approval from their high school principal. The SAT is not required for admission to a community college. Seniors register in May for fall classes; assessment tests must be completed before registration.

Private University and Vocational Institution Requirements – Refer to individual university and college websites for specific requirements for each school.

www.californiacolleges.edu-An excellent resource for information about programs and admission requirements for 2 year and 4 year colleges in California, including UC, CSU, Community College and Private Universities.

Scholarships and Financial Aid

All seniors planning to attend a college or trade school are encouraged to complete the FAFSA (the Free Application for Federal Student Aid). FAFSA applications can be submitted between October 1 and March 2 of the senior year. A financial aid workshop is held on campus in October to provide assistance for parents on how to complete the FAFSA. Scholarships that are made available to our guidance office are posted on the school website: summbears.k12.ca.us. In addition, students can go to

www.fastweb.com to conduct their own scholarship search. The school will submit all seniors GPA verification for CalGrant eligibility, but students and parents must complete a FAFSA to be considered for a CalGrant.

NCAA Information

Students who may compete in athletics at the university level in a Division I or Division II institution must register with the NCAA Eligibility Center. There is no deadline to register, but it is recommended by the NCAA that interested students register during their junior year. Students must complete a certain number of core courses with a minimum GPA, and earn a minimum score on the SAT or ACT. For more information, go to www.web1.ncaa.org.

SUMMERVILLE UNION HIGH SCHOOL DISTRICT FOUR-YEAR PLAN

GRADE 9

Required Courses	English _____	
	Math _____	
	Earth Science _____	
	Health/Keyboarding	
	PE _____	
Elective	_____	*Foreign language required for college preparation
Elective	_____	
Elective	_____	

GRADE 10

Required Courses	English _____	
	Math _____	
	Biology _____	
	World History _____	
	PE _____	
Elective	_____	*2nd year Foreign Language required for college prep
Elective	_____	
Elective	_____	

GRADE 11

Required Courses	English _____	
	Math _____	*1 year of fine arts required in addition to For. Language for college prep. 1 year Fine arts or CTE required for graduation
	US History _____	
	PE _____	
Elective	_____	*Chemistry or physics required to meet

Elective	_____	college prep lab science
Elective	_____	*3rd year foreign language strongly
Elective	_____	recommended for college prep

GRADE 12

Required Courses	English _____
	Government/Economics
	Senior Seminar
Elective	_____
Elective	_____
Elective	_____
Elective	_____
Elective	_____

GRADUATION STATUS REPORT

SUMMERVILLE HIGH SCHOOL/CONNECTIONS COMPREHENSIVE DIPLOMA

Student Name: _____

Date: _____

Grade in School: _____

<u>Required Class</u>	<u>Total Needed</u>	<u>Units Earned</u>	<u>Units Needed</u>
English	40	_____	_____
Earth Science	10	_____	_____
Biology	10	_____	_____
Alg I/Math I	10	_____	_____
Other Math	20	_____	_____
World History	10	_____	_____
US History	10	_____	_____
PE	30	_____	_____
Fine Arts/CTE	10	_____	_____
Health	5	_____	_____
Keyboarding	5	_____	_____
Government	5	_____	_____
Economics	5	_____	_____
Senior Seminar	10	_____	_____
Electives	120	_____	_____
Total Required	300	_____	_____

A-G Classes:

Chem/Physics	10	_____	_____
--------------	----	-------	-------

For. Language	20	_____	_____
Math II	10	_____	_____
Math III	10	_____	_____
Fine Arts	10	_____	_____
Elective	10	_____	_____

Graduation Ceremony

Seniors who have completed 4 years and met all of the graduation requirements (300 credits, passing grades in all required classes and completion of a senior project) are eligible to participate in the comprehensive graduation ceremony. Cap and gown ordering information will be provided to seniors in their senior seminar class. Students who have not met their graduation requirements, or have unpaid bills, outstanding detentions or Saturday schools will not be able to participate in the ceremony.

PSAT

The Practice SAT, or PSAT test, is offered on campus each year in October. It is administered to all 10th grade students free of charge, and 11th grade students are encouraged to take this test as practice for the actual SAT. Results and test booklets are returned to students as a study guide. Registration for the test is available starting in mid-September in the guidance office.

ASVAB

The ASVAB, or Armed Services Vocational Aptitude Battery, is administered on campus each year in the fall. The test is administered by military recruiters. It is a good opportunity for students to learn their strengths in various vocational skills. Students who plan to enlist in the military may use this as their entry score. There is no cost for taking the exam.

Course Information

Materials and supplies required for courses will be provided by the district as part of a free and appropriate public education. Students may participate in optional field trips or excursions connected with some courses; however, no student will be denied the opportunity to participate in required field trip because of lack of funds. Instructors will attempt to raise the necessary funds for field trips and activities through fundraisers, parent donations, booster club donations, and other sources before asking for contributions from students.

AGRICULTURE

Introduction to Agricultural Science

This course presents a survey of the animal and plant industries in California from production to final consumption. In addition, the student studies how animals and plants affect human life. The student will be involved in an agriculture project as a "hands on" activity. Participation in FFA activities is an integral part of this course, and is required each semester.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9 and 10

Advanced Plant and Animal Science

Ag 2 is the class for our 2nd year and above members. In this class students learn how to manage our 12 acre school farm. They also learn advanced skills in plant and animal science. Students also manage the greenhouse, native plant demonstration garden and the sow breeding project.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 10,11,12

Ag Leadership

The purpose of this course is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting and/or provide them with the beginning foundation for any career setting. The goal of this course is to encourage students to be knowledgeable, caring, decision makers. Students in this program should desire to develop and expand their leadership and agricultural business skills. Student will find opportunities to develop their organizational skills by interacting not only with other class members, but with other organizations, groups and activities. Students are in charge of organizing, conducting, budgeting and evaluating activities. In addition students will work on career building skills such as resume, speaking and critical thinking skills. A high priority will rest on learning how to be an effective leader at the school and chapter level as well as in the community at large.

Prerequisites: Intro to Ag recommended **UC/CSU:** Yes **Target Grade Level:** 10, 11,12

Ag Biology

Agricultural Biology is a laboratory science course designed for the college bound student interested in agricultural education and the FFA program. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships and animal behavior. This class is considered a laboratory life science class for college admissions.

Prerequisites: Earth Science

UC/CSU: Yes

Target Grade Level: 10

Introduction to Veterinary Science

This course provides a study of anatomy and physiology of small and large animals; proper health maintenance; sanitation and the symptoms, treatments and prevention of common diseases. Course work will include animal nutrition, safe handling and restraint and the control of parasites and diseases. The student will gain practical experience in veterinary medicine by conducting hands-on activities with livestock and will have the opportunity to investigate the field of veterinary medicine. Students will also participate in FFA.

Prerequisites: Biology

UC/CSU: Yes

Target Grade Level: 11,12

ENGLISH

English 1

This course is designed to allow students to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing. Students will become critics of literature and will learn how to write meaningful theses and organize their writing and critical ideas effectively.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

Pre AP English 1

This course is designed to allow students, at a rigorous rate, to become analytical, reflective readers who will answer purposeful, profound questions about life and the human condition. Students will learn through such modalities as Socratic seminars, literature journals, class discussions, reading of novels, short stories, poetry, non-fiction and plays, and essay writing and verbal presentations. Students will also study the different literary devices authors use to help readers better understand stories, and will critically examine and write about those tools.

Prerequisites: Placement test

UC/CSU: Yes

Target Grade Level: 9

English 2

This class is designed to train students to analyze and appreciate literature and to communicate effectively through the written and spoken word. Students will learn the conventions of grammar, expand their vocabulary, and hone their writing skills. We will evaluate the effectiveness and usefulness of literary devices, and students will improve in their ability to comprehend what they read. Students will learn how to structure an essay, as well as how to write persuasively, and how to self-edit. In addition, they will learn how to present their ideas and analysis to a group through effective public speaking. Students will become stronger writers and comprehend more of what they read, as well as learn how to evaluate an author's techniques and style.

Prerequisites: English 1

UC/CSU: Yes

Target Grade Level: 10

Pre AP English 2

This course is designed to allow students to examine and analyze works of non-fiction and fiction, formulating such analysis through the frameworks of different world views, philosophies, and an understanding of the human condition. Students will write several informal and formal writing pieces, including such genres as narrative writing, analysis of style, synthesis of information, persuasive writing and research. Students will read articles, historical and contemporary essays and novels to examine with scrutiny and will recognize and know how literary devices and elements contribute to a writer's effectiveness and style.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 10

College Prep English 11

This course is designed to prepare students for the full spectrum of language skills necessary for college and career success. Students will engage in constant informal and formal writing in order to become critics of literature and professionally effective in both written and verbal communication. Students will study such novels as *Huckleberry Finn*, *the Great Gatsby*, *A Thousand Splendid Suns* and *Macbeth*. Writing pieces will include stylistic analysis, synthesis, persuasion and research. Students will examine in-depth the literary devices and techniques utilized in fiction and the rhetorical strategies used in non-fiction.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 11

College Prep English 12 (ERWC)

This course is designed to prepare students for the literacy demands of college and the world of work. The primary focus is on non-fiction reading and analysis as well as non-fiction writing. Students will examine contemporary essays, newspaper and magazine articles, editorials, reports, work related documents and two full length works (a novel and a non-fiction piece) and will be able to think

critically about such texts, being able to understand rhetorical devices and recognize fallacies within works.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 12

College Prep English Honors

Students in this class are participating in the Academic Decathlon competition. Much of the year is spent reading, discussing, studying and analyzing the art music, language, literature, science, economics and social sciences of the current theme for the competition, as well as reading the themed novel. Students will also be giving prepared and impromptu speeches, practicing timed essays, take-home essays, a synthesis essay, and a personal statement. Students will also analyze, discuss and compare a variety of fictional and non-fictional writings. All students will participate in the regional academic decathlon competition, which is on a Saturday in February. The 9 students who qualify will also be required to attend the state competition in Sacramento, which is a 4-day event in March.

Prerequisites: Interview, teacher rec.

UC/CSU: Yes

Target Grade Level: 11,12

AP English Language

This course is designed to engage students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The writing and reading in this course are designed to make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way genre conventions and the resource of language contribute to effectiveness in writing. This course is offered in alternating years with AP English Literature. Students are expected to take the AP Exam. The district will pay the exam fee.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 11, 12

AP English Literature

This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. This course is offered in alternating years with AP English Language. Students are expected to take the AP Exam. The district will pay the exam fee.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 11, 12

FOREIGN LANGUAGE

Spanish 1

This is an introductory course designed for students with little or no previous study of Spanish. This course teaches basic language patterns and vocabulary. Repetition and comprehensible input are important components of this course. The focus is on listening, speaking, reading and writing. Homework is integral to reinforce concepts and skills from class. Participation is a key requirement.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10

Spanish 2

Students continue to further develop and improve listening, speaking, reading and writing skills.

Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of Spanish culture are introduced through the use of media, games, and adapted readings and in small or large group discussions. In addition to written/oral tests and quizzes, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means. Continuous effort to use the target language is essential. Active participation is a must!

Prerequisites: C or above in Spanish 1 UC/CSU: Yes Target Grade Level: 10, 11

Spanish 3

Spanish 3 aims to continue to develop the listening, speaking, reading and writing skills acquired in Spanish 2. The class is structured around storytelling in the target language as well as activities, essays, projects and readings which will enhance the students' understanding of previously learned vocabulary, grammatical structures and aspects of a wide array of Spanish speaking cultures. Students are expected to speak, read and write in Spanish, as well as respond to authentic audio sources. This course aims to continue to foster excitement for the language, which requires commitment, enthusiasm and active participation from all students.

Prerequisites: C or above in Spanish 2 UC/CSU: Yes Target Grade Level: 10, 11, 12

Spanish 4

Spanish 4 provides students the opportunity to further develop, improve and refine their listening, speaking, reading and writing skills. Emphasis continues to be placed on aural skills with additional emphasis on reading and writing in the target language. Supplementary materials are implemented to enhance language use. Students experience multiple opportunities to demonstrate their proficiency in Spanish in different contexts. Aspects of Hispanic culture are emphasized through cultural readings, media, games and class discussions. Pre AP activities will be integrated into curriculum.

Prerequisites: C or above in Spanish 3 UC/CSU: Yes Target Grade Level: 11,12
or teacher approval

AP Spanish

This course focuses on composition and literature to prepare students for the Advanced Placement Language and Composition exam. It is a rigorous course for those students who have excellent academic skills. Students will focus on extensive reading of non-fiction, essays, short stories, drama, novels and poems and analysis of that reading through writing. Students will also be expected to demonstrate competency through writing essays exhibiting narration, description, argument, and exposition as well as produce research papers and timed writings. Students will become familiar with rhetorical techniques and how authors employ them. The course is based on the California State Standards. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. Students are expected to take the AP Exam at the end of the course. The district will pay the exam fee.

Prerequisites: C in Spanish 4 or teacher rec. UC/CSU: Yes Target Grade Level: 12

MATHEMATICS

Math IA

This course is an introductory, skills development class to prepare students for Math I.

Prerequisites: Placement exam or Teacher rec. **UC/CSU:** No **Target Grade Level:** 9

Integrated Math I

This course covers: organizing single variable data, problems and linear functions, proportional reasoning, and modeling situations using multiple representations. Students will understand linear equations, solving, graphing, intercepts and slopes. They will study area and perimeter, the Geometry and Algebra of right triangles, quadratics, statistical analysis and probability.

Prerequisites: Placement exam or C in Math 1A **UC/CSU:** Yes **Target Grade Level:** 9 or 10

Integrated Math II

This course covers: Tools of Geometry, introductions to proofs, properties of triangles, trigonometry, circles, three dimensional figures, introduction to quadratic equations, real number system, other functions and inverses, parabolas and probability.

Prerequisites: Placement exam or C or above in Math I **UC/CSU:** Yes

Target Grade Level: 9, 10 or 11

Integrated Math III

This course teaches students to: Interpret data in a normal probability distribution, make inferences and justify conclusions, make decisions using complex probability models and search for patterns. Students will learn quadratic functions, polynomial expressions, equations and modeling, rational and radical functions. They will learn to graph exponential and logarithmic functions and trigonometric functions.

Prerequisites: Teacher recommendation or C or above in Math II **UC/CSU:** Yes

Target Grade Level: 9 or 10

Pre-Calculus

The Pre-calculus course is designed for students who want to be better prepared for AP Calculus or college-level Calculus courses while still in high school. Students will extend and deepen their knowledge of advanced Algebra techniques, Analytical Geometry and Statistics.

Prerequisites: C or better in Math III **UC/CSU:** Yes **Target Grade Level:** 10,11,12

AP Calculus

Calculus AB is focused on preparing students for the AP Calculus exam in the spring. Taking the AP exam is a requirement for students enrolled in the course. Students will learn to solve problems and justify solutions analytically, graphically, numerically and verbally. Topics covered include: a review of algebra and geometry, investigation of limits, methods of taking derivatives, anti-derivatives, applications of integrals, transcendental functions, areas between curves and volumes of revolution. Students are expected to take the AP exam at the end of the course. The district will pay the exam fee.

Prerequisites: Math II, III and Pre-Calculus **UC/CSU:** Yes **Target Grade Level:** 11, 12

AP Statistics

This course is designed to develop the necessary critical thinking skills to make sense of data. Students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will draw connections between the observed data and how to interpret their conclusions based on sound statistical evidence. Students will learn to use graphing calculators and read computer outputs as tools for the analysis of data. Students are expected to take

the AP exam in May. The district will pay the exam fee.

Prerequisites: Math I, II, III

UC/CSU: Yes

Target Grade Level: 11,12

Survey of Math

This course provides an overview of Algebra, Geometry, Probability and Statistics. Learned concepts will be applied in construction related projects during the second semester. It is strongly recommended that students complete geometry or Math II prior to taking the course.

Prerequisites: Math I, II

UC/CSU: No

Target Grade Level: 11, 12

PHYSICAL EDUCATION

Athletic PE/Study Skills

This two period blended course will provide student athletes the opportunity to reach their academic and athletic goals during the school day. It is intended for student athletes committed to improving their athletic performance by increasing fitness in the areas of strength, agility, jump training and overall conditioning combined with time to focus on academic success. Students will enroll in both 4A and 4B.

Prerequisites: Varsity athlete

UC/CSU: No

Target Grade Level: 10,11,12

Coed Aerobics

This course provides an exercise experience using a non-competitive approach. The primary physical activities involve aerobics, strength training, plyometrics and conditioning. The goal of this course is to prepare students for a lifetime of fitness.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10, 11,12

Coed Core PE

This course introduces students to a variety of team and individual activities including football, soccer, basketball, volleyball, hockey, badminton, pickle ball, kickball and softball. Students will also test in eight fitness categories each grading period. Students are graded on participating, dressing out, and fitness tests. Throughout the year, students will learn basic rules of different sports and well as competitive spirit and sportsmanship.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Coed Weight Training

This course consists of instruction in basic anatomy and a variety of techniques in fitness training using free weights and machines. Instruction includes flexibility, quickness and endurance training with an emphasis on reducing the severity of skeletal injuries as well as increased overall strength through different workout plans. Students will be tested monthly to track progress toward strength goals as well as fitness testing. Proper technique and safety are stressed and the students should be able to develop a fitness plan by the end of the course.

Prerequisites: Core PE

UC/CSU: No

Target Grade Level: 10, 11, 12

Dance

This course is designed to encourage students to participate in dance activities in order to improve or maintain personal levels of health related physical fitness. By the end of this course, students will comprehend the basic movements, timing and rhythm of various dances. Students will have an

understanding of proper warm up and cool down, proper stretching exercises, correct form for toning and conditioning, as well as various dance routines.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10, 11, 12

Dance/Ballet

Ballet I focuses on proper body alignment, strength and ballet technique. Students will be learning and applying ballet vocabulary with movement. They will be tested on vocabulary, accuracy of basic movement and ability to learn and perform choreography. The ballet curriculum is designed to help dancers create a strong foundation through repetitive movement and of ballet vocabulary. With focus on creativity, discipline and technical development, dancers will work in a nurturing, pre-professional atmosphere to build confidence and life/dance skills. Ballet II is designed to help dancers expand the fundamentals of ballet. Students must have at least one year of ballet instruction. A recital is required of all ballet students in the spring, with one school time performance and one evening performance.

Prerequisites: Connections student

UC/CSU: No

Target Grade Level: All

Team Sports

This course consists of instruction in a variety of team and individual sports. As an upper division course, the focus is on advanced techniques and strategies in a more competitive atmosphere. Students will gain leadership and followership skills as well as teamwork and sportsmanship. Students will learn the importance of creating competitive teams and organize tournaments to enhance their athletic experiences.

Prerequisites: Core PE

UC/CSU: No

Target grade level: 10,11,12

Basketball

This course consists of instruction in the sport of basketball. As an upper division course, the focus is on advanced techniques and strategies in a more competitive atmosphere. Students will gain leadership and followership skills as well as teamwork and sportsmanship. Students will learn the importance of creating competitive teams and organize tournaments to enhance their performance in the sport of basketball.

Prerequisites: Core PE

UC/CSU: No

Target grade level: 10,11,12

CTE (Career Technical Education)

Accounting

This course teaches the complete accounting cycle--analyzing transactions, recording transactions in journals, posting, preparing financial statements, banking activities, adjusting and closing entries, and payroll. Students learn both the manual method of bookkeeping and the computerized method using QuickBooks. This class reinforces math, spreadsheet, and 10-key skills. It counts towards math credit for graduation. Accounting is the language of business and is extremely helpful to students majoring in business in college. It will prepare any student for an entry level job in accounting.

Prerequisites: 16 years old or 11th grader

UC/CSU: No

Target Grade Level: 11, 12

Advanced Auto Repair

This class is designed to train students in advanced skills in automotive repair. It will concentrate on repair and maintenance and troubleshooting of the various automotive systems such as engines, electrical, engine performance, suspension and steering, brakes and transmissions. The class will

involve classroom instruction, demonstration and shop experience. The student may select some repair jobs of their own to perform.

Prerequisites: General Auto

UC/CSU: No

Target Grade Level: 11,12

Elementary Education

CTE Elementary Education is a course designed to allow students to work with elementary school teachers in the capacity of a teacher's assistant. Student's duties include but are not limited to: making copies, grading papers, entering grades into the computer, designing bulletin boards, preparing lesson plans, teaching and working with students on a one-on-one basis, small group, or entire class. The students keep journals and timecards and meet with their high school teacher twice monthly to enhance learning and turn in paperwork. Students must provide their own transportation to the school site.

Prerequisites: 16 years old or 11th grader **UC/CSU:** No **Target Grade Level:** 11, 12

Fire Science/EMS

This course is taught by an instructor from Columbia College. Students learn principles of fire science during the first semester and earn certification in first aid/CPR. During the second semester, students learn principles of Emergency Medical Services. Students earn credits from Summerville High and from Columbia College.

Prerequisites: Must enroll with Columbia College **UC/CSU:** Yes **Target Grade Level:** 11,12

Law Enforcement

CTE Law Enforcement is a course designed to introduce students to the basic skills necessary for a career in law enforcement. This course provides students an opportunity to explore different careers in law enforcement. It is taught by an instructor with law enforcement experience, and introduces students to the history of law enforcement, career opportunities and practical techniques. Students will study penal code, traffic codes, arrest and control techniques, traffic stops, communications and weapon safety, building searches, and have guest speakers.

Prerequisites: 16 years old or 11th grader **UC/CSU:** No **Target Grade Level:** 11, 12

Advanced Law Enforcement

Students in the Advanced Law Enforcement class will continue with 42 learning domains that are taught in Police Officer Safety and Training academies. There will be a concentration on more hands on techniques including officer safety, defensive tactics and scenarios that they will encounter as Law Enforcement Officers. They will be taught officer leadership skills, first responder information and trained on what to expect when testifying in court. Students will participate in mock trials using the incident reports that they write in class. Students will also learn about the extensive hiring process that officers are put through and will participate in mock interview panels and physical testing. Students will be required to keep a portfolio that will be turned in as a final project that will contain all the Learning Domains as well as a resume that they can use to show knowledge when applying for police academy.

Prerequisites: Law Enforcement

UC/CSU: No

Target Grade Level: 12

Work Experience

The Work Experience program helps students to choose a career path wisely; prepares them for full-time employment suitable to their interests and abilities; and affords students the opportunity to learn to work with others in ways that are successful and rewarding. It links the academic core

curriculum with the world of work and promotes student's school-to-career transitions by helping them develop skills, habits and attitudes conducive to job success and personal growth. Students must provide their own transportation to and from the work site, be employed a minimum of 10 hours per week for one period of work experience and a minimum of 15 hours per week for two periods. Students will leave campus at lunch time on the days their work experience class falls. They must be covered by worker's compensation. Students must have a minimum 2.0 GPA to enroll in work experience.

Prerequisites: 16 years old and 11th grade

UC/CSU: No

Target Grade Level: 11, 12

SCIENCE

Biological Earth Sciences

This course is to introduce students to the fundamental concepts of biology and its interrelation with the earth sciences. A balance of information covering the six major units of Biology will include an introduction to biology, ecology, cells, genetics, evolution and human biology. Students will discover the intricacies of living organisms and develop a desire to continue learning about living organisms and how they interact with the Earth's systems. This course is considered a laboratory life science for college admissions.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 10

Ag Biology

Agricultural Biology is a laboratory science course designed for the college bound student interested in agricultural education and the FFA program. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships and animal behavior. This course is considered a laboratory life science for college admissions. This course is considered a laboratory life science for college admissions.

Prerequisites: Earth Science

UC/CSU: Yes

Target Grade Level: 10

Chemistry Earth Sciences

Chemistry is a California Standards based course that teaches the basics of matter and its changes and studies its connections within the Earth's systems. This course is designed for the 4-year college prep student and or any student with a possible interest in a science based career. Topics and skills covered will help prepare a student for high school physics and college level science courses. Laboratory experiences and demonstrations are designed to provide concrete experience in the chemical principles.

Prerequisites: To be in or completed Math III

UC/CSU: Yes

Target Grade Level: 11,12

Physical Earth Science

Physical Earth Science is an entry level science course designed to meet the physical science requirement for graduation. Students must pass with at least 60% each semester to satisfy the graduation requirement. Students will develop an understanding and appreciation of the basic characteristics, history and processes of planet earth. They will realize that we interact with aspects of the earth system every day, understand the environment and natural hazards within the context of

earth science and understand the interconnection between various earth processes and topics.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9

Human Anatomy and Physiology

A college prep course designed to introduce students to the fundamental concepts of human anatomy and physiology. Subject matter includes the major structures and functions of the ten organ systems, a balance of anatomical and physiological concepts and discussions of diseases and dysfunctions of the body in order to reinforce the understanding of normal human body structure and function.

Prerequisites: C or above in year of Biology

UC/CSU: Yes Target Grade Level: 11, 12

Conceptual Physics

This is a mid-level physics course for those interested in science, technology, medicine, or math. The course is aimed at enabling students to appreciate the role of physics in today's society and technology. Has an emphasis on the fundamental laws of nature and the math on which all science is based. Students will work collaboratively in groups for labs and projects over the course of the year.

Prerequisites: To be in or have taken Math III UC/CSU: Yes Target Grade Level: 11,12

AP Physics

This is a high level physics course for those interested in a career in science, technology, medicine, or math. The course will emphasize in mechanics, waves, electromagnetism, classical physics and the interactions with the world around us. Class will rely heavily on a math background and working collaboratively in groups in labs and projects over the course of the year. Students are strongly encouraged to take the AP Physics exam in May. The district will pay the exam fee.

Prerequisites: To be in or completed Pre-Calculus UC/CSU: Yes Target Grade Level: 11,12

SOCIAL STUDIES

AP European History

This course focuses on European History from 1450 to the present. It is taken in place of World History. Students will investigate the content of European history for significant events, individuals, developments and processes in four historical periods. Students will analyze primary sources, make historical comparisons, and learn chronological reasoning and argumentation. It will be expected that students will take the AP exam at the end of the course. The district will pay the exam fee.

Prerequisites: Academically strong student

UC/CSU: Yes Target Grade Level: 10

Economics/Civics

This class is a one semester required course for seniors designed to cover the basic concepts of economic principles: 1) to teach students a set of analytical skills enabling them to make objective judgments about daily issues, 2) to help students gain a better understanding of the world around them, 3) to make students better aware of how they affect the economy and how it affects them, and 4) to make students better able to fulfill their responsibilities as citizens in a free-enterprise economy.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 12

Government

Government is a one semester required course for seniors covering various types of government and a study of the legislative, executive, and judicial branches of (principally) the United States government, and to a lesser extent, state and local government. There will also be a review of colonial history and the history of the early United States leading up to the ratification of the Constitution. This document will be analyzed in detail.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 12

United States History

Students will gain a general knowledge of United States History from 1492-Present. Students will improve their ability to think critically and express themselves in written and verbal form. Students will complete paragraphs summarizing what they learned after each class period. There will be quizzes on geography and historical periods. Students will present a report on a U.S. State during the first semester and on a significant person or event during the second semester.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 11

AP United States History

In AP US History, students have the opportunity to take a college-level course and earn undergraduate credit by passing the AP test. This year-long course will see students examining the major concepts, themes, people, and events in the history of the nation's social, political, and economic development. The course will provide students with knowledge of the critical elements of American history, and it will hone their critical-thinking skills. Students will be asked to read and write analytically and to assess historical evidence in meaningful ways. Students are expected to take the AP exam. The district will pay the fee.

Prerequisites: Teacher Recommendation

UC/CSU: Yes

Target Grade Level: 11

World History

Students will study the major turning points that shaped the modern world. Our studies will take us from the ancient Greeks to modern day revolutions. This includes the rise of democratic ideas to help us understand the historic roots of current world issues, especially as they relate to international relations. The goal is to engage historical issues, events, and ideas to better understand the world today.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 10

GATE--World Geography/World Religions

This elective class gives students the opportunity to understand other countries, cultures, beliefs. The first semester covers the political, physical and cultural geography of the following regions: North America, Latin America, Africa, Europe, Asia and Oceania. Students hand draw a detailed political map and physical map of each of the above regions. The second semester is spent reading the book and taking notes, participating in discussions, taking exams, doing research and projects, and listening to guest speakers from a variety of faiths.

Prerequisites: None

UC/CSU: No

Target Grade Level: 11, 12

SPECIAL EDUCATION

Resource

The Resource Program is designed to meet the needs of students who have active IEP's and require academic support as individuals and in a small group setting. Students will receive guidance and assistance on study skills and completing work for outside classes, as well as assistance towards meeting IEP goals. Resource courses are listed on transcript as "Foundation"

Prerequisites: Active IEP

UC/CSU: No

Target Grade Level: All

Special Day Class

This class works with students who have active IEP's and instruction is provided in small group settings. Students are given time to work on class work as well as homework from other classes in order to support individual goals set during the IEP meetings. Students are encouraged to develop structured organization skills and maintain regular communication with on-campus instructors regarding work load and assignments. SDC courses are listed on transcript as "Basic."

Prerequisites: Active IEP

UC/CSU: No

Target Grade Level: All

NON DEPARTMENTAL REQUIRED CLASSES

Health

This course emphasizes the importance of knowledge, attitudes and practices relating to personal health and wellness. It is designed to expose students to a broad range of issues and information relating to the physical, social and emotional aspects of personal health and well-being.

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Keyboarding/Career Development

This is a required course for all 9th graders, which gives them the opportunity to learn to keyboard using the "touch" method with proper keyboarding technique. It also allows students to develop job acquisition skills, work ethics, and a career pathway for high school and beyond. Students use Microsoft Word to format letters, reports and flyers; and Excel to prepare spreadsheets and graphs based on career assessment inventories. Students investigate career options, complete job applications and resumes and experience a mock job interview and complete the curriculum for "Get Focused...Stay Focused."

Prerequisites: None

UC/CSU: No

Target Grade Level: 9

Senior Seminar

This is a required course for all seniors. The goal of senior seminar is to help students transition smoothly from high school to college or a career following graduation. This course is designed to provide students with the tools necessary for completing a successful senior project and research essay, identifying a path for life after high school, and applying for colleges, trade schools or jobs that will help them achieve their future goals. During the year, students will learn more about college and career opportunities, as well as receive information relevant to seniors about school activities.

Prerequisites: None

UC/CSU: No

Target Grade Level: 12

VISUAL AND PERFORMING ARTS

Art

Beginning Art: Students learn the fundamental elements of art. Line, Shape, Form, Color, balance, and pattern. Students develop drawing skills by learning contour drawing techniques. Students learn

the basics of graphite drawing and develop skills in creating tone. Students will study landscape composition as well as the basics of artistic composition. Students are exposed to art history and the study of other cultures arts and their contribution to our global society. Students have homework. Working at home is not required but recommended.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Advanced Art I/II: Students build on the skills learned in beginning art with the addition of the concept of narrative art – art that tells a story. Students develop deeper understandings of rhythm and balance and how to create interesting compositions. Students will begin working with three dimensional projects in a variety of media. Students study mosaics and create original mosaics. Students think critically of the story that their art tells.

Prerequisites: Beginning Art

UC/CSU: Yes

Target Grade Level: 10,11,12

Advanced Art III/IV: Adds more levels of complication and in depth study of the art standards. Students are expected to have developed observational drawing skills in previous classes as well as inventing their own subject matter and narrative content. Students should be comfortable in working in a variety of mediums. Students should be able to analyze works of art including their own and self-evaluate based on art standards.

Prerequisites - Advanced Art I/II

UC/CSU: Yes

Target Grade level: 11,12

Studio Art Studio art students must complete three professional works of art ready for gallery installation and fulfill the studio art contract in each piece. Students must challenge themselves with mediums, degree of difficulty and subject matter.

Prerequisites: Teacher rec.

UC/CSU: Yes

Target Grade Level: 11,12

Drama

Beginning Drama students are introduced to the Stanislavski System, the beginning theatre student gains experience in the performing arts collaborative process. The beginning actor develops the following Student Learning Outcomes at the beginning level: acting, directing, audition techniques; exploration of theatre through cultural and historical context; formal and informal peer and self-evaluation; development of communication skills; and self-discipline, which are all applicable to career skills and life-long learning.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: 9, 10, 11, 12

Advanced Drama students gain additional experience in the performing arts collaborative process, using the Stanislavski System. The advanced actor continues to develop the following student learning outcomes at the advanced level: acting, directing, audition techniques, exploration of theatre through cultural and historical context, formal and informal peer and self-evaluation, development of communication skills and self-discipline, which are all applicable to lifelong learning. Students will be expected to spend time out of class rehearsing with scene partners, and to attend one performing arts production per semester.

Prerequisites: Beginning Drama

UC/CSU: Yes

Target Grade Level: 10, 11,12

Technical Theater: This course is to introduce students to all of the "backstage" workings for theater productions. Students will learn basic elements of set design, construction and painting, prop management, costumes, make up, and operating the sound and light board. Students will be expected to actively participate as members of the tech crew for productions.

Prerequisites: Connections student **UC/CSU:** No

Target Grade Level: All

Film and Animation

Beginning students learn the fundamentals of film language and how to tell a meaningful story visually. Students learn how to operate the film cameras and editing software. **Advanced students** build on previous skills learned with more sophisticated equipment and techniques. Students are exposed to live action, traditional animation, stop motion animation and computer animation. The year culminates in our annual film festival and awards.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Instrumental Music

Beginning Band: This course is open to all students. Students will begin a systematic approach to learning how to read music on a selected instrument. Students will learn correct assembling and handling of instrument, body position, basic pitch and rhythm reading as well as basic music theory. Additionally, students will listen to a wide variety of music from all time periods, from Renaissance to contemporary. Beginning band students will be required to perform at a number of outside events, including parades, and the winter and spring concerts.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Advanced Band (Orange Crush): This class is open to all students who have had at least one year of beginning band or another school music program and have the ability to read music proficiently. Students will continue to develop advanced instrumental techniques and ensemble skills through the study of outstanding concert band and pep band literature. Like any performing group, students' efforts have a profound impact on the results. Preparation and participation at every rehearsal is of paramount importance. Members will be required to perform at a number of outside performances including community events, parades, winter and spring concerts as well as all home football and basketball games.

Prerequisites: 1 year music instruction **UC/CSU:** Yes

Target Grade Level: All

Jazz Band (Zero Hibernation): This is a selective and specialized course designed to offer highly qualified musicians the opportunity to study and perform a variety of jazz styles. Emphasis is placed on advanced music reading and development of improvisation skills. This course is open to saxophones, trumpets, trombones, bass, guitar, piano and drums. This class meets zero period, from 7am to 7:50am. Additionally, Zero Hibernation Jazz Band members are required to attend a large number of performances outside of school each year including winter and spring concerts as well as other community events. Members participate in festivals each year as well.

Prerequisites: Audition, 1 year band **UC/CSU:** Yes **Target Grade Level:** 10, 11, 12

Beginning Guitar: This course is open to all students. Students will begin a systematic approach to learning how to read music on the guitar. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of guitar music from all time periods from Renaissance to blues and rock. Students will have the opportunity to perform in small groups for the class.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Orchestra: This course is open to all students. Students will begin a systematic approach to learning how to read music on an orchestral (string) instrument. Students will learn correct assembling and

handling of instrument, body position, basic pitch and rhythm reading as well as basic music theory. Additionally, students will listen to a wide variety of orchestral music from all time periods, from Renaissance to contemporary. Orchestra students will be required to perform at the winter and spring concerts. Instruments are provided if students do not have their own.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Beginning Piano: This course is open to all students. Students will begin a systematic approach to learning how to read music on the piano. Students will learn correct handling of the instrument, body position, basic pitch and rhythm reading as well as basic chords and music theory. Additionally, students will listen to a wide variety of piano literature from all time periods from Renaissance to blues and rock. We will also examine the history and evolution of the piano/keyboard/synthesizer.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Vocal Music

Varsity Choir: This is a beginning to intermediate vocal music course, focusing on the physical aspects of correct vocal tone production. All singers, from beginners to the experienced, are welcome in this class. Music of many styles and genres are explored, ranging from classical and folk to contemporary and show tunes. Students will further develop their knowledge of music fundamentals and sight singing, as well as increase their awareness of pitch and harmony. Students are required to perform in one fall and one spring evening concert.

Prerequisites: None

UC/CSU: Yes

Target Grade Level: All

Show Choir/Concert Choir: This Choir is designed for students with previous vocal music experience and is a performance class. Special emphasis is placed on stage presence, and showmanship needed for choreographed production numbers. Basic dance steps are learned, but the class also offers challenges for the experienced singer/dancer. This group is a concert choir as well as a show choir, and vocal music from many genres and styles are learned and performed. Attendance at all performances and some after school rehearsals is required. There are 1-2 festival competitions per year, in addition to at least two concerts.

Prerequisites: Audition, 1 year choir

UC/CSU: Yes

Target Grade Level: All

Advanced Jazz Choir (Jazz @ 8): Jazz @8 is open to advanced singers in grades 10-12 and is offered by audition only. Students study advanced, specialized literature composed for the small group jazz ensemble, with emphasis placed on improvisational skills and microphone technique. Concerts and other performances are an important part of class activity, and participation is required. Students perform at concerts, jazz festivals, community functions, athletic events and other schools.

Prerequisites: Audition, 1 year choir

UC/CSU: Yes

Target Grade Level: 10, 11,12

ELECTIVES

Advanced Keyboarding

This course introduced more advanced features of Microsoft Word and is designed to improve keyboarding skill and technique. Students practice daily to improve keyboarding speed and accuracy, and work at their own pace on documents including: letter formats, reports, memorandums, tables, footnotes and references, newspaper columns and flyers. There is an optional

word processing competition offered at the Vocational Olympics every other year.

Prerequisites: Keyboarding **UC/CSU:** No **Target Grade Level:** 10, 11, 12

Cafeteria Assistant

This course provides students an opportunity to learn how to prepare food, serve food, and use kitchen equipment in a professional kitchen. Students will have the opportunity to take the food handlers course in order to earn a CA Food Handlers Serve Safe certificate. Kitchen staff will provide a letter of reference upon request for students interested in applying for a job in the food service industry. Administrator must give pre-approval.

Prerequisites: Grade Level Coordinator Signature **UC/CSU:** No **Target Grade Level:** 11, 12

Mechanics

This is competency-based course in which students will study rope work; repair welding; general maintenance including construction, electricity, plumbing, and concrete; and small engines. This course includes classroom instruction and practical work.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** All

Manufacturing

Students explore, with a hands-on approach, modern manufacturing applications. This will introduce students to proper safe work habits and skills used in the manufacturing areas of; machining, casting, forging, welding, and sheet metal. Emphasis will be placed on finishing with accurate construction and workmanship.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** 10-12

Advanced Manufacturing

This is a class with advanced skills where students explore, with a hands-on approach, modern manufacturing applications. This will emphasize proper safe work habits and skills used in the manufacturing areas of machining, casting, forging, welding, and sheet metal. Students will work toward becoming more proficient in basic manufacturing skills as well as become more advanced in their skills. Emphasis will be placed on accurate construction and workmanship.

Prerequisites: Manufacturing **UC/CSU:** No **Target Grade Level:** 11-12

General Business/Entrepreneurship

This course is designed to provide students with a broad understanding of the business world. Students learn the basics of economics including decision making, systems, roles and measurements. Next, the class focuses on entrepreneurship. Students learn business structures and management/marketing techniques, then design and present their own business using a PowerPoint presentation. Finally, the class comes together to become a corporation. They must create, market and produce a product or service, and keep financial records for a corporation. It is recommended that students participate in the Occupational Olympics in the Entrepreneur competition in the spring. May require 5-10 hours outside of class to produce product for corporation.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** All

General Automotive Repair

The automotive repair course is a comprehensive automotive program. Students will receive instruction in component identification, diagnosis and replacement, rebuilding and repair, adjustment and servicing procedures. Instruction will provide students with entry level skills in electrical systems, engine performance, brakes, suspension and drivetrain. Instruction will include basic lecture, demonstration, and hands on work. Evaluation will be on academic work and demonstration of competency.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Journalism

The major purpose of this year-long course is to prepare students for the literacy and writing demands of journalism. It presents a process for helping students understand the ethics and law of journalism first before delving into the process of creating their own Summerville High School newspaper. During the first semester, they will examine the history of journalism, the ethics that are essential in journalism, the process of examining news, how to interview properly, and how to establish a purpose and follow through with the writing, editing, and revising process of different articles. Semester Two: Now that students understand the ethics of the press and how to write for each genre, they will decide which beat they will cover for the newspaper. Each week, they will be assigned one article, where they will have to conduct interviews from a variety of sources, write under pressure in class, work through three drafts (or more), and complete a final draft that can be published. All students will play a role in designing the paper and creating a name for the paper. This class does not meet an English requirement.

Prerequisites: None

UC/CSU: No

Target Grade Level: 10,11,12

Language Arts Development I

This course is designed to support students in the areas of reading, vocabulary development and critical thinking. This course is taught concurrently with the regular English class, giving extra time and guidance for students to complete their English homework and for students to have a deeper understanding of their course work. This course supplements English 1 or 2.

Prerequisites: Teacher Rec or Admin Placement

UC/CSU: No

Target Grade Level: 9, 10

Language Arts Development II

This course is designed to support students in the areas of reading, vocabulary development and critical thinking. This course is taught concurrently with the regular English class, giving extra time and guidance for students to complete their English homework and for students to have a deeper understanding of their course work. This course supplements English 11 or 12.

Prerequisites: Teacher Rec or Admin Placement

UC/CSU: No

Target Grade Level: 11, 12

Math Support I and II

Math Support I course is to provide additional support to students in Math I or Math II to help them be successful in a rigorous math course. Math Support II is for students enrolled in Math II, Math III, Pre-calculus or Calculus. These courses are taught concurrently with the regular math class, giving extra time and guidance for students to complete their math homework and for students to have a deeper understanding of their course work. Students enrolled in this course may not enroll in a study skills course. Students will have access to laptop computers. This course is recommended for students who need credit recovery and for those who wish to take courses not offered on campus. Students must be able to work independently and keep pace with selected course(s) timelines.

Prerequisites: None

UC/CSU: No

Target Grade Level: All

Media Center/Office Assistant

This course provides students an opportunity to assist in the school media center or school office. Responsibilities may include making copies, organizing materials, and running errands. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Grade Level Coordinator must give pre-approval.

Prerequisites: Grade Level Coordinator Signature **UC/CSU:** No **Target Grade Level:** 11, 12

Online Learning

This course provides an opportunity for students to complete courses online through BYU Blended courses or through Columbia College.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** 11, 12

Robotics and Engineering Technology

This is a STEM class that applies science, technology, engineering and mathematics to the design and building of robots that perform tasks. Students will learn how to brainstorm design ideas, document their designs in an engineering notebook, and create 3D models with Solidworks software. They will learn how to fabricate robot assemblies in our prototype shop by using machine tools and a 3D printer. They will learn how to create programs in the RobotC programming language to control their robot's functions. Each design team will create a robot that competes with other teams' robots in a performance task created every year by the FTC (First Robotics Challenge) organization.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** All

Speech, Debate and Court Law

In this class, students will engage in mock trials, debates and oral presentations. Key elements are learning about communication, argumentation, logical reasoning and understanding. Students will use various criminal and civil cases to study and engage in the roles of attorney, witness, judge and jury.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** 10,11,12

Study Skills

This course provides an opportunity for students to complete their homework in a study hall setting. Students will have access to the computer lab and library on occasion. This course is recommended for students who have extensive extra-curricular activities or other major time commitments. Students enrolled in this course are not allowed to enroll simultaneously in math support or teacher assistant, and must have at least 5 academic courses.

Prerequisites: None **UC/CSU:** No **Target Grade Level:** All

Teacher Assistant

This course provides students an opportunity to assist an on-campus teacher. Responsibilities may include making copies, grading papers, organizing materials, or assisting students in class. Students enrolled in this course are not allowed to enroll simultaneously in study skills or math support. Teachers must give pre-approval.

Prerequisites: Teacher Signature **UC/CSU:** No **Target Grade Level:** 11, 12

Theory of Sports and Fitness

This upper division class focuses primarily on the psychological and physiological aspects of health in a manner directly related to the athlete or person with an interest in fitness. Topics covered include nutrition, sports medicine, and leadership.

Prerequisites: None

UC/CSU: No

Target Grade Level: 11,12

Yearbook/Publications

This class is an elective course intended for 10th, 11th and 12th graders. The purpose of the class is to produce Summerville High School's yearbook. Students must attend events to gather information for stories, and may have to complete work outside of class to complete a deadline. They may be asked to attend school events to take pictures.

Prerequisites: Application, B in English

UC/CSU: No

Target Grade Level: 10,11,12

Course Registration Forms

Each year in March, Grade Level Coordinators meet with students by grade level to review graduation requirements, college entrance requirements, and course options for the upcoming year. After these grade level meetings, GLC's meet with students individually to discuss their future plans, interests, and course selections. Parents then review these course selections and sign the forms to indicate their approval. Parents are able to contact their child's GLC to set up registration appointments if they need more information.

In February, Grade Level Coordinators set up registration presentations at elementary schools that feed into Summerville High School. 8th graders receive information about how to register for classes, placement tests, and course offerings. A Freshman Orientation program is held in the evening at Summerville High School in early March for parents and students to attend to learn about programs, athletics and extra-curricular opportunities. Registration workshops are held prior to Freshman Orientation for parents who have questions and/or their children do not attend a feeder elementary school.

H. School Accountability report card (SARC) - sarconline.org

I. The most recent California Healthy Kids Survey

Core Module

High School Questionnaire

2018-2019

This survey asks about your behavior, experiences, and attitudes related to your school, health, and well-being. It includes questions about use of alcohol, tobacco, and other drugs, and about bullying and violence.

You do not have to answer these questions, but your answers will be very helpful in improving school and health programs. **You will be able to answer** whether or not you have done or experienced any of these things.

Please do not write your name on this form or the answer sheet. Do not identify yourself in any other way.

Please mark all of your answers on the answer sheet. Fill in the bubbles neatly with a **#2 pencil**. Do not write on the questionnaire. Mark only one answer unless told to ***“Mark All That Apply.”***

This survey asks about things you may have done during different periods of time, such as during your **lifetime** (you ever did something), or the past **12 months**, or **30 days**. Each provides different information. Please pay careful attention to these time periods.

Thank you for taking this survey!

Core Module

Begin by writing your school's name at the top of the answer sheet.

1. Fill in the bubble for the letter "H."
2. Fill in the bubble for the letter "L."

Next, we would like some background information about you.

3. What is your sex?
 - A) Male
 - B) Female
4. What grade are you in?

A) 6th grade	F) 11th grade
B) 7th grade	G) 12th grade
C) 8th grade	H) Other grade
D) 9th grade	I) Ungraded
E) 10th grade	
5. Are you of Hispanic or Latino origin?
 - A) No
 - B) Yes
6. What is your race?

A) American Indian or Alaska Native	D) Native Hawaiian or Pacific Islander
B) Asian	E) White
C) Black or African American	F) Mixed (two or more) races

Core Module

7. If you are Asian or Pacific Islander, which groups best describe you? *(Mark All That Apply.)*
If you are **not** of Asian/Pacific Islander background, mark "A) Does not apply."
- | | |
|---|--|
| A) Does not apply; I am not Asian or Pacific Islander | H) Korean |
| B) Asian Indian | I) Laotian |
| C) Cambodian | J) Vietnamese |
| D) Chinese | K) Native Hawaiian, Guamanian, Samoan, Tahitian, or other Pacific Islander |
| E) Filipino | L) Other Asian |
| F) Hmong | |
| G) Japanese | |
8. What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
- | | |
|---|---|
| A) A home with one or more parent or guardian | E) Foster home, group care, or waiting placement |
| B) Other relative's home | F) Hotel or motel |
| C) A home with more than one family | G) Shelter, car, campground, or other transitional or temporary housing |
| D) Friend's home | H) Other living arrangement |
9. What is the highest level of education your parents or guardians completed? *(Mark the educational level of the parent or guardian who went the furthest in school.)*
- A) Did not finish high school
B) Graduated from high school
C) Attended college but did not complete four-year degree
D) Graduated from college
E) Don't know
10. Do you receive free or reduced-price lunches at school? *(Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)*
- A) No
B) Yes
C) Don't know
11. In the past **three years**, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
- A) No
B) Yes
C) Don't know

Core Module

12. What language is spoken most of the time in your home?

- | | |
|--------------|---------------|
| A) English | F) Tagalog |
| B) Spanish | G) Vietnamese |
| C) Mandarin | H) Korean |
| D) Cantonese | I) Other |
| E) Taiwanese | |

How well do you understand, speak, read, and write English?

	Very Well	Well	Not Well	Not At All
13. Understand English	A	B	C	D
14. Speak English	A	B	C	D
15. Read English	A	B	C	D
16. Write English	A	B	C	D

17. How many days a week do you usually go to your school's afterschool program?

- | | |
|-----------|-----------|
| A) 0 days | E) 4 days |
| B) 1 day | F) 5 days |
| C) 2 days | |
| D) 3 days | |

18. During the past **12 months**, how would you describe the grades you mostly received in school?

- | | |
|----------------|----------------|
| A) Mostly A's | E) Mostly C's |
| B) A's and B's | F) C's and D's |
| C) Mostly B's | G) Mostly D's |
| D) B's and C's | H) Mostly F's |

19. In the past **30 days**, how often did you miss an entire day of school for any reason?

- | | |
|---|-------------------|
| A) I did not miss any days of school
in the past 30 days | C) 2 days |
| B) 1 day | D) 3 or more days |

Core Module

20. In the past **30 days**, did you miss a day of school for any of the following reasons? (*Mark All That Apply.*)
- | | |
|---|---|
| A) Does not apply; I didn't miss any school | G) Had to take care of or help a family member or friend |
| B) Illness (feeling physically sick), including problems with breathing or your teeth | H) Wanted to spend time with friends |
| C) Were being bullied or mistreated at school | I) Used alcohol or drugs |
| D) Felt very sad, hopeless, anxious, stressed, or angry | J) Were behind in schoolwork or weren't prepared for a test or class assignment |
| E) Didn't get enough sleep | K) Were bored or uninterested in school |
| F) Didn't feel safe at school or going to and from school | L) Had no transportation to school |
| | M) Other reason |
21. During the past **12 months**, about how many times did you skip school or cut classes?
- | | |
|-----------------|--------------------------|
| A) 0 times | E) Twice a month |
| B) 1–2 times | F) Once a week |
| C) A few times | G) More than once a week |
| D) Once a month | |

How strongly do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
22. I feel close to people at this school.	A	B	C	D	E
23. I am happy to be at this school.	A	B	C	D	E
24. I feel like I am part of this school.	A	B	C	D	E
25. The teachers at this school treat students fairly.	A	B	C	D	E
26. I feel safe in my school.	A	B	C	D	E
27. My school is usually clean and tidy.	A	B	C	D	E
28. Teachers at this school communicate with parents about what students are expected to learn in class.	A	B	C	D	E
29. Parents feel welcome to participate at this school.	A	B	C	D	E
30. School staff take parent concerns seriously.	A	B	C	D	E
31. I try hard to make sure that I am good at my schoolwork.	A	B	C	D	E
32. I try hard at school because I am interested in my work.	A	B	C	D	E
33. I work hard to try to understand new things at school.	A	B	C	D	E
34. I am always trying to do better in my schoolwork.	A	B	C	D	E

Core Module

Please mark on your answer sheet how **TRUE** you feel each of the following statements is about your **SCHOOL** and things you might do there.

At my school, there is a teacher or some other adult...

	Not At All True	A Little True	Pretty Much True	Very Much True
35. who really cares about me.	A	B	C	D
36. who tells me when I do a good job.	A	B	C	D
37. who notices when I'm not there.	A	B	C	D
38. who always wants me to do my best.	A	B	C	D
39. who listens to me when I have something to say.	A	B	C	D
40. who believes that I will be a success.	A	B	C	D

At school,...

	Not At All True	A Little True	Pretty Much True	Very Much True
41. I do interesting activities.	A	B	C	D
42. I help decide things like class activities or rules.	A	B	C	D
43. I do things that make a difference.	A	B	C	D
44. I have a say in how things work.	A	B	C	D
45. I help decide school activities or rules.	A	B	C	D

The next questions ask about the use of alcohol, tobacco, marijuana, and other drugs, including pills or medications, to get “high” or for reasons other than medical, as ordered or prescribed by a doctor.

Keep the following definitions in mind:

- **One drink of ALCOHOL**, or alcoholic drink (beverage), means one regular size can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor.
- Questions about alcohol do **not** include drinking a few sips of wine for religious purposes.
- **DRUG** means any substance other than alcohol or tobacco, including pills and medications, used to get “high” (“loaded,” “stoned,” or “wasted”) or for purposes other than prescribed by a doctor.

Core Module

During your life, how many times have you used the following?

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4-6 Times	7 or More Times
46.	A whole cigarette	A	B	C	D	E	F
47.	Smokeless tobacco (dip, chew, or snuff)	A	B	C	D	E	F
48.	Electronic cigarettes, e-cigarettes, or other vaping device such as juul, e-hookah, hookah pens, or vape pens	A	B	C	D	E	F
49.	One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)	A	B	C	D	E	F
50.	Marijuana (smoke, vape, eat, or drink)	A	B	C	D	E	F
51.	Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)	A	B	C	D	E	F
52.	Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)	A	B	C	D	E	F
53.	Derbisol	A	B	C	D	E	F
54.	Heroin						
55.	Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)	A	B	C	D	E	F
56.	Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)	A	B	C	D	E	F
57.	Diet pills (Didrex®, Dexedrine®, Xenadrine®, Skittles, M&M’s)	A	B	C	D	E	F
58.	Ritalin™ or Adderall™ or other prescription stimulant	A	B	C	D	E	F
59.	Cold/cough medicines or other over-the-counter medicines to get “high”	A	B	C	D	E	F
60.	Any other drug, pill, or medicine to get “high” or for reasons other than medical	A	B	C	D	E	F

Core Module

During your life, how many times have you been...

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4-6 Times	7 or More Times
61.	very drunk or sick after drinking alcohol ?	A	B	C	D	E	F
62.	“high” (loaded, stoned, or wasted) from using drugs ?	A	B	C	D	E	F
63.	drunk on alcohol or “high” on drugs on school property ?	A	B	C	D	E	F

During your life, how many times have you used marijuana in any of the following ways:

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4-6 Times	7 or More Times
64.	Smoke it?	A	B	C	D	E	F
65.	In an electronic or e-cigarette or other vaping device?	A	B	C	D	E	F
66.	Eat or drink it in products made with marijuana ?	A	B	C	D	E	F

Core Module

During the past **30 days**, on how many **days** did you use...

	<u>0 Days</u>	<u>1 Day</u>	<u>2 Days</u>	<u>3-9 Days</u>	<u>10-19 Days</u>	<u>20-30 Days</u>
67. cigarettes?	A	B	C	D	E	F
68. smokeless tobacco (dip, chew, or snuff)?	A	B	C	D	E	F
69. electronic cigarettes, e-cigarettes, or other vaping device such as juul, e-hookah, hookah pens, or vape pens?	A	B	C	D	E	F
70. one or more drinks of alcohol?	A	B	C	D	E	F
71. five or more drinks of alcohol in a row, that is, within a couple of hours?	A	B	C	D	E	F
72. marijuana (smoke, vape, eat, or drink)?	A	B	C	D	E	F
73. inhalants (things you sniff, huff, or breathe to get “high”)?	A	B	C	D	E	F
74. prescription drugs to get “high” or for reasons other than prescribed?	A	B	C	D	E	F
75. any other drug, pill, or medicine to get “high” or for reasons other than medical?	A	B	C	D	E	F
76. two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?	A	B	C	D	E	F

Core Module

During the past **30 days**, on how many days **on school property** did you use...

	0 Days	1 Day	2 Days	3-9 Days	10-19 Days	20-30 Days
77. cigarettes?	A	B	C	D	E	F
78. smokeless tobacco (dip, chew, or snuff)?	A	B	C	D	E	F
79. electronic cigarettes, e-cigarettes, or other vaping device such as juul, e-hookah, hookah pens, or vape pens?	A	B	C	D	E	F
80. at least one drink of alcohol?	A	B	C	D	E	F
81. marijuana (smoke, vape, eat, or drink)?	A	B	C	D	E	F
82. any other drug, pill, or medicine to get "high" or for reasons other than medical?	A	B	C	D	E	F

How much do people risk harming themselves physically and in other ways when they do the following?

	How Much Risk or Harm			
	Great	Moderate	Slight	None
83. Smoke cigarettes occasionally	A	B	C	D
84. Smoke 1 or more packs of cigarettes each day	A	B	C	D
85. Use e-cigarettes (electronic) or vaping device occasionally	A	B	C	D
86. Use e-cigarettes or vaping devices several times a day (100 puffs or more)	A	B	C	D
87. Drink alcohol (beer, wine, liquor) occasionally	A	B	C	D
88. Have five or more drinks of alcohol once or twice a week	A	B	C	D
89. Use marijuana occasionally (smoke, vape, eat, or drink)	A	B	C	D
90. Use marijuana daily	A	B	C	D

How difficult is it for students in your grade to get any of the following if they really want them?

	Very Difficult	Fairly Difficult	Fairly Easy	Very Easy	Don't Know
91. Cigarettes	A	B	C	D	E
92. E-cigarettes (electronic) or vaping device	A	B	C	D	E
93. Alcohol	A	B	C	D	E
94. Marijuana	A	B	C	D	E

How many times have you tried to quit or stop using...

	Does Not Apply, Don't Use	0 Times	1 Time	2-3 Times	4 or More Times
95. cigarettes?	A	B	C	D	E
96. alcohol?	A	B	C	D	E
97. marijuana?	A	B	C	D	E

Core Module

98. During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?
- A) Never
 - B) 1 time
 - C) 2 times
 - D) 3 to 6 times
 - E) 7 or more times

**Next are questions about violence, safety, harassment, & bullying
on school property.**

99. How safe do you feel when you are at school?
- A) Very safe
 - B) Safe
 - C) Neither safe nor unsafe
 - D) Unsafe
 - E) Very unsafe

During the past **12 months**, how many times ***on school property*** have you...

Happened on School Property

	<u>0 Times</u>	<u>1 Time</u>	<u>2 to 3 Times</u>	<u>4 or More Times</u>
100. been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	A	B	C	D
101. been afraid of being beaten up?	A	B	C	D
102. been in a physical fight?	A	B	C	D
103. had mean rumors or lies spread about you?	A	B	C	D
104. had sexual jokes, comments, or gestures made to you?	A	B	C	D
105. been made fun of because of your looks or the way you talk?	A	B	C	D
106. had your property stolen or deliberately damaged, such as your car, clothing, or books?	A	B	C	D
107. been offered, sold, or given an illegal drug?	A	B	C	D
108. damaged school property on purpose?	A	B	C	D
109. carried a gun?	A	B	C	D
110. carried any other weapon (such as a knife or club)?	A	B	C	D
111. been threatened or injured with a weapon (gun, knife, club, etc.)?	A	B	C	D
112. seen someone carrying a gun, knife, or other weapon?	A	B	C	D
113. been threatened with harm or injury?	A	B	C	D
114. been made fun of, insulted, or called names?	A	B	C	D

Core Module

During the past **12 months**, how many times **on school property** were you harassed or bullied for any of the following reasons? [You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength or power quarrel or fight.]

	Happened on School Property			
	0 Times	1 Time	2 to 3 Times	4 or More Times
115. Your race, ethnicity, or national origin	A	B	C	D
116. Your religion	A	B	C	D
117. Your gender	A	B	C	D
118. Because you are gay or lesbian or someone thought you were	A	B	C	D
119. A physical or mental disability	A	B	C	D
120. You are an immigrant or someone thought you were	A	B	C	D
121. Any other reason	A	B	C	D
122. During the past 12 months , how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
A) 0 times (never)				
B) 1 time				
C) 2–3 times				
D) 4 or more times				
123. Do you consider yourself a member of a gang?				
A) No				
B) Yes				
124. During the past 12 months , did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?				
A) No				
B) Yes				
125. During the past 12 months , did you ever seriously consider attempting suicide?				
A) No				
B) Yes				
126. Did you eat breakfast today?				
A) No				
B) Yes				

Core Module

127. On an average school night, how many hours of sleep do you get?
- A) 4 or less hours
 - B) 5 hours
 - C) 6 hours
 - D) 7 hours
 - E) 8 hours
 - F) 9 hours
 - G) 10 or more hours
128. How many questions in this survey did you answer honestly?
- A) All of them
 - B) Most of them
 - C) Only some of them
 - D) Hardly any
129. Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
- A) No
 - B) Yes
 - C) Don't know
130. Which of the following best describes you?
- A) Straight (not gay)
 - B) Gay or Lesbian
 - C) Bisexual
 - D) I am not sure yet
 - E) Something else
 - F) Decline to respond
131. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
- A) No, I am not transgender
 - B) Yes, I am transgender
 - C) I am not sure if I am transgender
 - D) Decline to respond

2018-19 CBEDS - Online Reporting Application (CBEDS-ORA)

CDIF Completed

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District: Summerville Union High
CD Code: 5572413

Section A. Full-Time Equivalent of Classified Staff

Male Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Male Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Male Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Male Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	8.16	0.00	8.16

Female Full-Time Equivalent Staff Count

Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
Female Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Female Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	5.00	0.00	5.00
Female Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	6.75	0.00	6.75

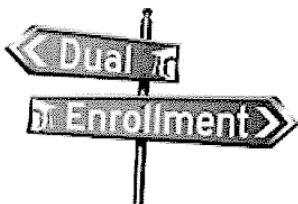
Section B. Estimated Number of Teacher Hires (2019-20)

Subject Areas	Estimated Number of Teacher Hires
Agriculture	0.0
Art	0.0
Multilingual Education	0.0
Business	0.0
Dance	0.0
English	0.0
Foreign Language	0.0
Health Education	0.0
Home Economics	0.0
Life Science	0.0
Mathematics	0.0
Music	0.0
Physical Education	0.0
Physical Science	0.0
Reading	0.0
Self-contained Classes	0.0
Special Education	0.0
Social Science/Studies	0.0
Drama/Theater	0.0
Trades and Industrial Arts	0.0
Other Specializations	0.0

Section C. Work Visa Applications

Number of H-1B work visa applications submitted: [No Data]
Number of H-1B work visa applications granted: [No Data]

K. Early College



FREE COLLEGE CLASSES



WHAT IS IT?

- High school students taking college classes
- Also known as concurrent enrollment, early college, or middle college

WHY SHOULD I DO IT?

- **FREE** college!
- Earn high school credits and college credits at the same time
- Get a head start on your certificate, degree, or transfer program
- Explore a career pathway
- Smoother transition from high school to college

WHAT ARE MY OPTIONS?

- Classes held on your campus during the school day (CCAP)
- Classes at Columbia College campus
- Online Columbia College classes

HOW DO I GET STARTED?

- Talk to your high school counselor
- Go to [gocolumbia.edu](https://www.gocolumbia.edu) and click "Apply Now" to complete the online application
- Complete the required forms found here:
<https://www.gocolumbia.edu/admissions/highschoolstudents.php>
- Contact **Michelle Walker** at 588-5045 or walkerm@yosemite.edu with questions

Get the jump
on your
with COLLEGE CAREER
DUAL ENROLLMENT



SUMMERVILLE UNION HIGH SCHOOL DISTRICT

EARLY COLLEGE PROGRAM 2018-19

Students enrolled in the Summerville Union High School District as juniors or seniors will have the option to enroll in college classes concurrently with their high school classes. This will give high school students the opportunity to earn college credit and have more elective options to choose from, while still completing their graduation requirements and earning a Summerville High School or Connections VPAA diploma.

Requirements

- Be on track with their graduation requirements
- Have a minimum 2.0 cumulative GPA and meet eligibility requirements
- Sign and submit the Early College Contract
- Sign and return the Columbia College Free Transcript Request
- Pay the health services fee (approximately \$30)
- Submit required registration forms for Columbia College.
- Students are required to put their college class grades on their high school transcripts
- They must have a minimum of three classes per day at Summerville High to meet the state minimum minutes requirement. (Library TA, study skills, etc)

When students select course options through Columbia, final approval will be required by the GLC or Principal. Students may replace up to 2 elective classes at the high school with the equivalent amount of credits at the college. High school students earn 5.0 credits per semester class taken at the high school. Each credit for a college course is worth 3.3 high school credits. An example of this calculation: A 3 unit college class is worth 10 high school semester credits. Therefore, a student could enroll in one 3.0 unit college class, and replace 2 semester high school classes.

Replacing a Required Summerville Course

**If a student would like to replace a Summerville High required course during the school year (see list of required courses below) they must first pass an academic college level course with at least a B. For example, a student could take a history class at Columbia and earn a B or an A, and then in a future semester take English 1A at Columbia to replace either their 11th or 12th grade Summerville English course.

In 11th grade, students are required to enroll on the Summerville campus in:

English, Math, US History, PE and 2 Electives

In 12th grade, students are required to enroll on the Summerville campus in:

English, Senior Seminar, Government/Economics, and 3 electives



588-5337
FAX

Columbia College
High School Petition for Advanced Admission

Name: _____ Student SSN: _____
Last First MI
Phone: _____ Birth Date: _____ Grade Level: _____

Please indicate the TERM & YEAR in which you are petitioning to enroll (a new petition is required each term):

☐ Summer ☐ Spring ☐ Fall _____ YEAR High School Name: _____

Upon graduation, students must complete a NEW Columbia College Admissions Application.

The student requesting advanced admission must meet the criteria set forth by the California Education Code, Section 4, 48800, 48800.5, and 76001.

Eligibility Requirements

1. Advanced admission may be granted for students who are academically superior 9th-12th grade students who are at least 14 years old by the start of the semester for which they are applying.
2. The high school principal/authorized designee has certified by written consent that the student is prepared to undertake associate degree applicable credit courses.
3. Students who are home schooled must submit a certification letter (Private School Affidavit) from the California State Department of Education with their admissions packet.
4. Upon college approval the student may only register in a maximum of 11.5 units per semester (State Ed Code 76001-d).
5. Title V 48800 section (a) Student must get written authorization from the public school District Board of Trustees they attend to be allowed to register as a full time student (more than 11.5 units).
6. High school students can enroll in Columbia College credit courses that are associate degree applicable (with some exceptions) if they have met all established special conditions set forth in the Yosemite Community College District Board Policy and Procedures.
7. Students may only enroll for a second or subsequent semester if they have maintained a 2.0 grade point average with no grade lower than a "C".
 - a. In the event a student registers prior to finalizing term grades and is found to have earned less than the required GPA and/or grades as soon as final term grades are posted, the student will be dropped from all classes for the entire semester.
8. Special Admit students may only register during the open registration period.
9. For students who do not qualify for a Board of Governors Fee Waiver, the college will waive the enrollment fee for up to 11.5 units. Students are responsible to pay all other related fees.

→ Over

Student ID # _____



Columbia College Health Service
Consent for Treatment of Minors for
Medical and Personal Counseling Services

Any registered students under the age of 18 will be required to have a parental/guardian form signed before receiving any medical treatment or personal counseling services, except in emergencies or cases exempt by state law.

Signed consent will be retained in the Health Services office. Unless revoked by the parent/guardian, this consent will remain in effect while the student remains enrolled up to age 18.

The undersigned (parent/guardian) of _____
(Name of Student)

hereby authorizes medical treatment or personal counseling services by the staff of Columbia College Health Services as needed.

Birth date of student _____ Age _____

This authorization is given in advance of any specific diagnosis, treatment of medical care being required or pursuant to the provisions of Family Code Section 6910-6911 / Section 25.8 of the California Civil Code.

Parent/Guardian Name (Print) _____ Signature (in ink) _____ Date _____

Student Information: All areas must be completed

Address/City/Zip _____

Home Phone _____ Cell Phone _____

Emergency Contact/Phone # _____ Relationship _____

Medical Conditions _____ Allergies _____

Medical Insurance _____ Physician/Provider _____

Mail or fax to:

Columbia College
Admissions & Records Office
11600 Columbia College Drive, Sonoma, CA 95370
Fax (209) 588-5337 • Questions? Call (209) 588-5231

In case of a life threatening emergency, Emergency Response Services will be activated.

If you answered "Yes" to the question above, treat the Registered Domestic Partner as a spouse. You are required to include your domestic partner's income and household information or your parent's domestic partner's income and household information in Questions 4, 11, 12, 13, 14, 15, 16, 17.

STUDENT MARITAL STATUS (Select one)

Single	Married	Divorced	Separated	Widowed	Registered Domestic Partnership
--------	---------	----------	-----------	---------	---------------------------------

DEPENDENCY STATUS

The questions below will determine whether you are considered a Dependent student or Independent student for fee waiver eligibility and whether parental information is needed. If you answer "Yes" to ANY of the questions 1-10 below, you will be considered an INDEPENDENT student. If you answer "No" to all questions, you will be considered a Dependent student thereby reporting parental information and should continue with Question 11.

1. Were you born before January 1, 1995?..... Yes No
2. As of today, are you married or in a Registered Domestic Partnership (RDP)? (Answer "Yes" if you are separated but not divorced or have not filed a termination notice to dissolve partnership)..... Yes No
3. Are you a veteran of the U.S. Armed Forces or currently serving on active duty for purposes other than training?..... Yes No
4. Do you have children who will receive more than half of their support from you between July 1, 2018- June 30, 2019, or other dependents who live with you (other than your children or spouse/RDP) who receive more than half of their support from you, now and through June 30, 2019?..... Yes No
5. At any time since you turned age 13, were both your parents deceased, were you in foster care, or were you a dependent or ward of the court?..... Yes No
6. Are you or were you an emancipated minor as determined by a court in your state of legal residence?..... Yes No
7. Are you or were you in legal guardianship as determined by a court in your state of legal residence?..... Yes No
8. At any time on or after July 1, 2017, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless?..... Yes No
9. At any time on or after July 1, 2017, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless?..... Yes No
10. At any time on or after July 1, 2017, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?..... Yes No

• If you answered "Yes" to any of the questions 1 - 10, you are considered an INDEPENDENT student for enrollment fee waiver purposes and must provide income and household information about yourself (and your spouse or RDP if applicable). Skip to Question #13.

• If you answered "No" to all questions 1 - 10, complete the following questions:

- | | | | |
|---|---------------|-----|----|
| 11. If your parent(s) or his/her RDP filed or will file a 2016 U.S. Income Tax Return, were you, or will you be claimed on their tax return as an exemption by either or both of your parents?..... | Will Not File | Yes | No |
| 12. Do you live with one or both of your parent(s) and/or his/her Registered Domestic Partner?..... | | Yes | No |

If you answered "No" to questions 1 - 10 and "Yes" to either question 11 or 12, you must provide income and household information about your PARENT(S)/RDP. Please answer questions for a DEPENDENT student in the sections that follow.

If you answered "No" or "Parent(s) will not file" to question 11, and "No" to question 12, you are a dependent student for all student aid except this enrollment fee waiver. You may answer questions as an INDEPENDENT student on the rest of this application, but please try to get your PARENT information and file a FAFSA so you may be considered for other student aid. You cannot get other student aid without your parent(s') information.

If you answered "Yes" to any of the questions from 18-22, you are eligible for a California College Promise Grant and perhaps other aid or adjustments. Sign the Certification below. Submit application and documentation to the financial aid office. Contact the Financial Aid Office if you have questions.

CERTIFICATION FOR ALL APPLICANTS: READ THIS STATEMENT AND SIGN BELOW

I hereby swear or affirm, under penalty of perjury, that all information on this form is true and complete to the best of my knowledge. If asked by an authorized official, I agree to provide proof of this information, which may include a copy of my and my spouse/registered domestic partner and/or my parent's/registered domestic partner's 2016 U.S. Income Tax Return(s). I also realize that any false statement or failure to give proof when asked may be cause for the denial, reduction, withdrawal, and/or repayment of my waiver. I authorize release of information regarding this application between the college, the college district, and the Chancellor's Office of the California Community Colleges.

I understand the following information (please check each box):

- ☐ Federal and state financial aid programs are available to help with college costs (including enrollment fees, books & supplies, transportation and room and board expenses). By completing the FAFSA or the California Dream Application, additional financial assistance may be available in the form of Cal Grants, Pell and other grants, work study and other aid.
- ☐ I may apply for and receive financial assistance if I am enrolled, either full time or part time, in an eligible program of study (certificate, associate degree or transfer).
- ☐ Financial aid program information and application assistance are available in the college financial aid office.

Applicant's Signature _____

Date _____

Parent Signature (Dependent Students Only) _____

Date _____

CALIFORNIA INFORMATION PRIVACY ACT

State and federal laws protect an individual's right to privacy regarding information pertaining to oneself. The California Information Practices Act of 1977 requires the following information be provided to financial aid applicants who are asked to supply information about themselves. The principal purpose for requesting information on this form is to determine your eligibility for financial aid. The Chancellor's Office policy and the policy of the community college to which you are applying for aid authorize maintenance of this information. Failure to provide such information will delay and may even prevent your receipt of financial assistance. This form's information may be transmitted to other state agencies and the federal government if required by law. Individuals have the right of access to records established from information furnished on this form as it pertains to them.

The officials responsible for maintaining the information contained on this form are the financial aid administrators at the institutions to which you are applying for financial aid. The SSN may be used to verify your identity under record keeping systems established prior to January 1, 1975. If your college requires you to provide an SSN and you have questions, you should ask the financial aid officer at your college for further information. The Chancellor's Office and the California community colleges, in compliance with federal and state laws, do not discriminate on the basis of race, religion, color, national origin, gender, age, disability, medical condition, sexual orientation, domestic partnership or any other legally protected basis. Inquiries regarding these policies may be directed to the financial aid office of the college to which you are applying.

For Office Use Only:

- ☐ CCPG-A
- ☐ CCPG-B
- ☐ CCPG-C (Already in place through FAFSA)
- ☐ Not Eligible

Comments _____

Entered by: _____

Date: _____

Revised 01/16/18 KDB

Summerville High School

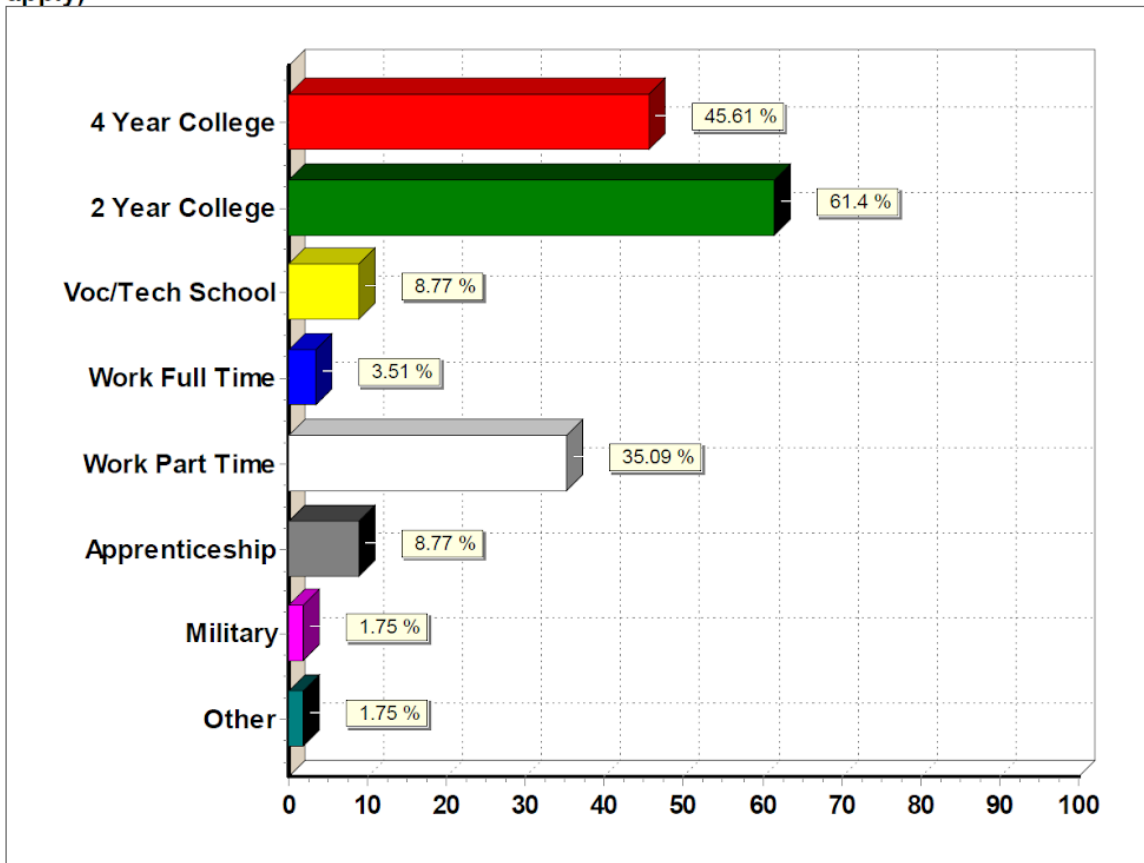


Senior Exit Survey Class of 2018

Prepared by:

LifeTrack Services, Inc.
1271 Port Drive, Clarkston, WA 99403
1-800-738-6466

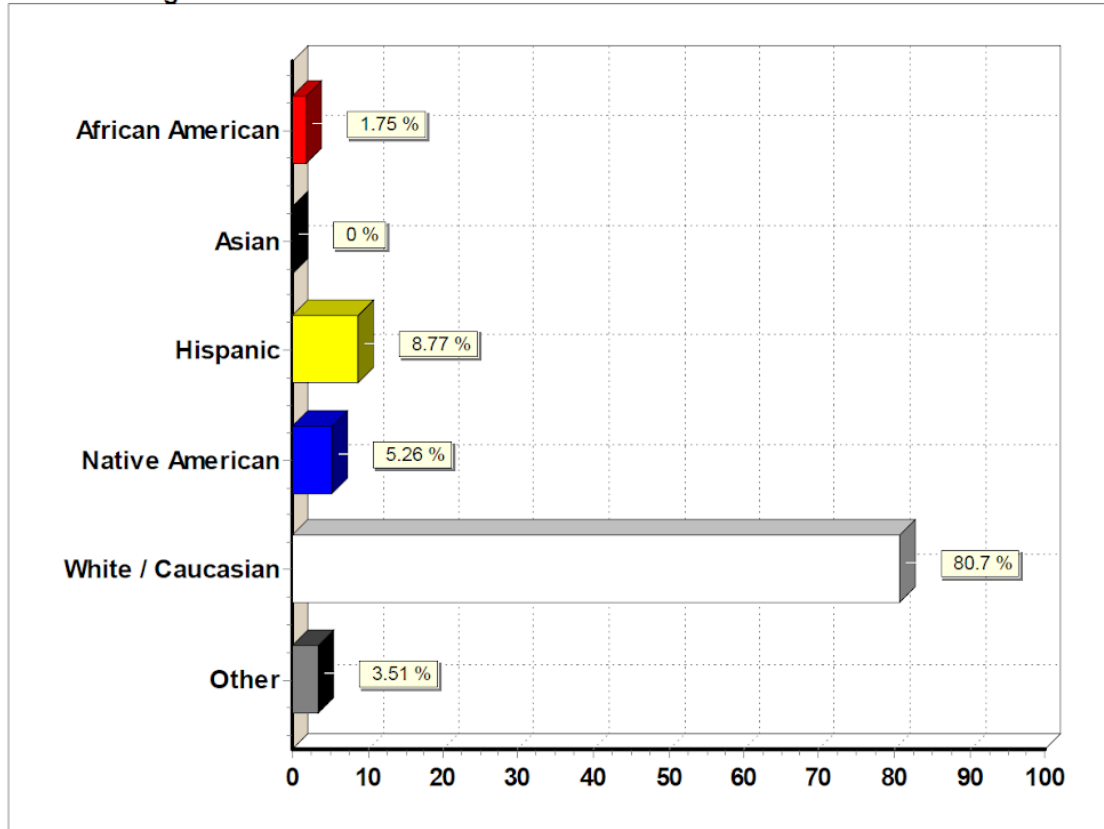
1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)



1. What area(s) do you plan to pursue immediately after high school? (Mark all that apply)

Response (n = 57)	Frequency	Percent
4 Year College	26	45.6%
2 Year College	35	61.4%
Voc/Tech School	5	8.8%
Work Full Time	2	3.5%
Work Part Time	20	35.1%
Apprenticeship	5	8.8%
Military	1	1.8%
Other	1	1.8%

2. Ethnic Origin:



2. Ethnic Origin:

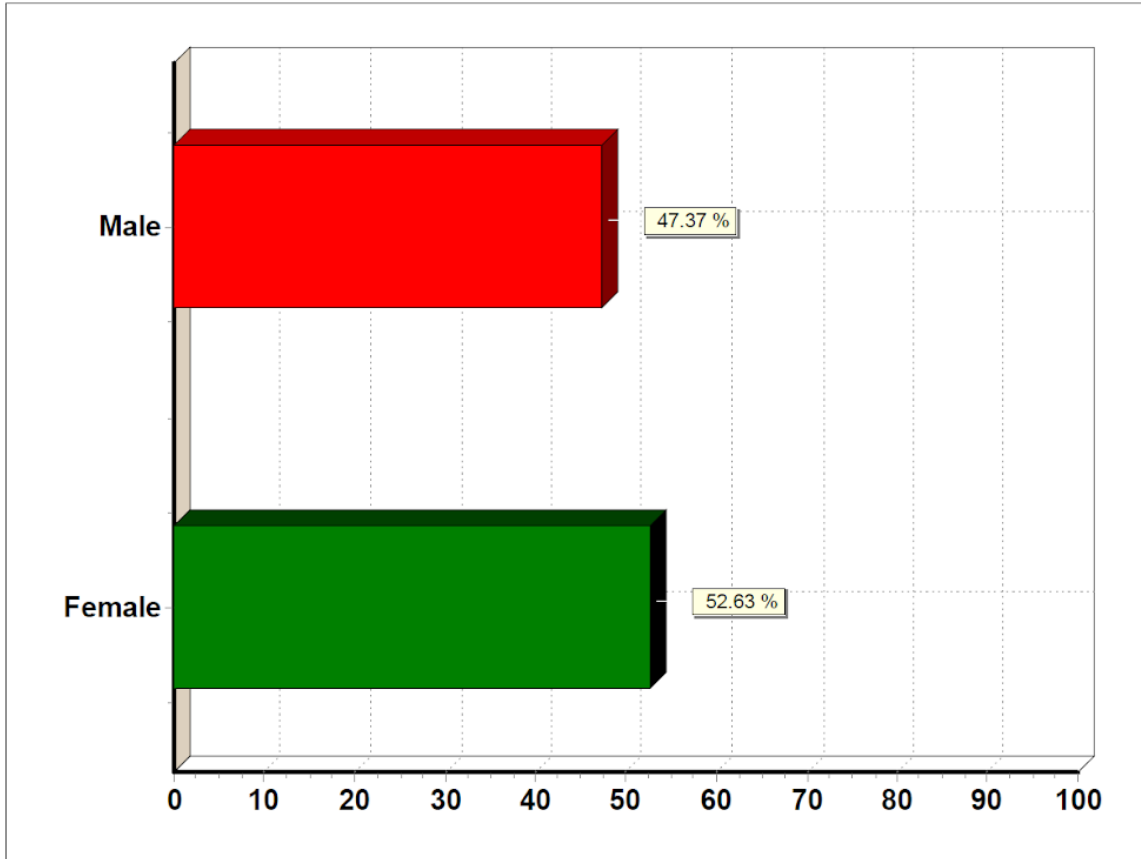
Response (n = 57)	Frequency	Percent
African American	1	1.8%
Asian	0	0.0%
Hispanic	5	8.8%
Native American	3	5.3%
White / Caucasian	46	80.7%
Other	2	3.5%

Data disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		2. Ethnic Origin:						
		African American	Asian	Hispanic	Native American	White / Caucasian	Other	Total (Row)
3. Gender:	Male	1 3.7%	0 0.0%	2 7.4%	0 0.0%	23 85.2%	1 3.7%	27 100.0%
	Female	0 0.0%	0 0.0%	3 10.0%	3 10.0%	23 76.7%	1 3.3%	30 100.0%
	Total (Column)	1 -	0 -	5 -	3 -	46 -	2 -	57 -
	Count (n)	57						

Frequency Row Percent		3. Gender:		
		Male	Female	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%
	Hispanic	2 40.0%	3 60.0%	5 100.0%
	Native American	0 0.0%	3 100.0%	3 100.0%
	White / Caucasian	23 50.0%	23 50.0%	46 100.0%
	Other	1 50.0%	1 50.0%	2 100.0%
	Total (Column)	27 -	30 -	57 -
	Count (n)	57		

3. Gender:



3. Gender:

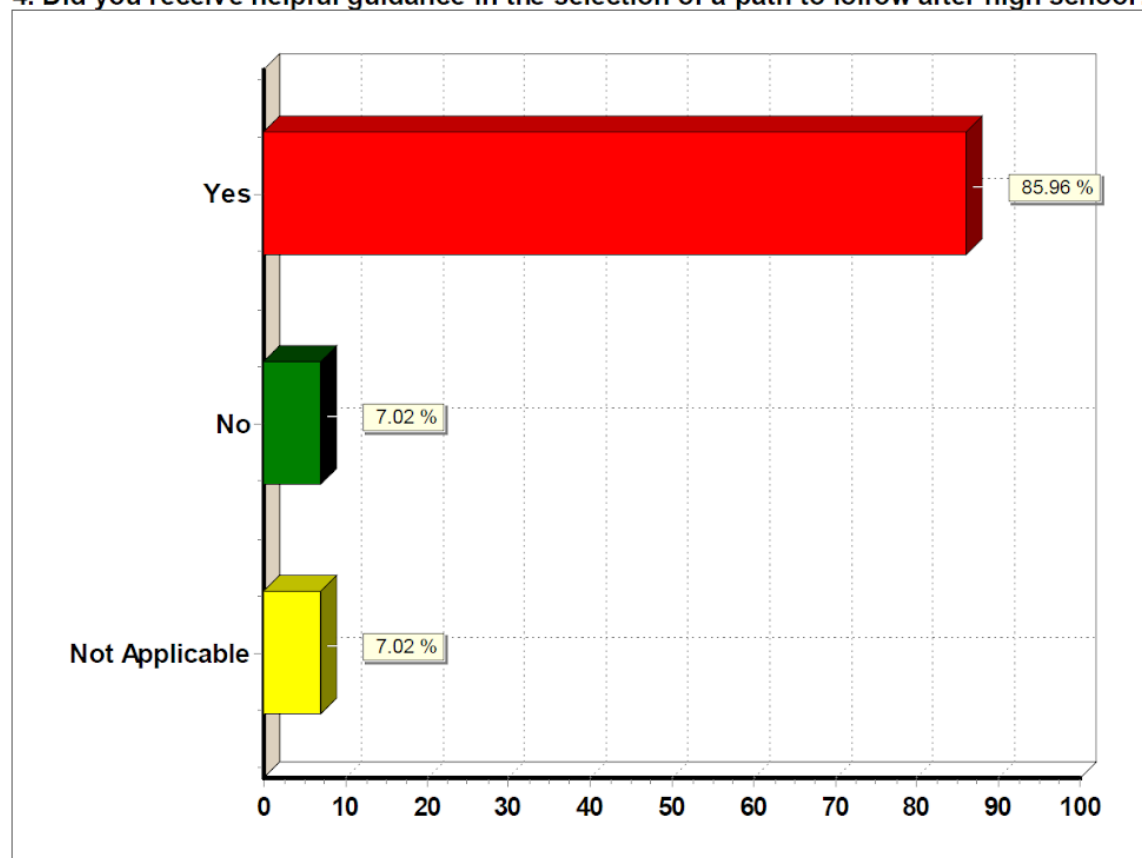
Response (n = 57)	Frequency	Percent
Male	27	47.4%
Female	30	52.6%

Data disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		2. Ethnic Origin:						
		African American	Asian	Hispanic	Native American	White / Caucasian	Other	Total (Row)
3. Gender:	Male	1 3.7%	0 0.0%	2 7.4%	0 0.0%	23 85.2%	1 3.7%	27 100.0%
	Female	0 0.0%	0 0.0%	3 10.0%	3 10.0%	23 76.7%	1 3.3%	30 100.0%
	Total (Column)	1 -	0 -	5 -	3 -	46 -	2 -	57 -
	Count (n)	57						

Frequency Row Percent		3. Gender:		
		Male	Female	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%
	Hispanic	2 40.0%	3 60.0%	5 100.0%
	Native American	0 0.0%	3 100.0%	3 100.0%
	White / Caucasian	23 50.0%	23 50.0%	46 100.0%
	Other	1 50.0%	1 50.0%	2 100.0%
	Total (Column)	27 -	30 -	57 -
	Count (n)	57		

4. Did you receive helpful guidance in the selection of a path to follow after high school?



4. Did you receive helpful guidance in the selection of a path to follow after high school?

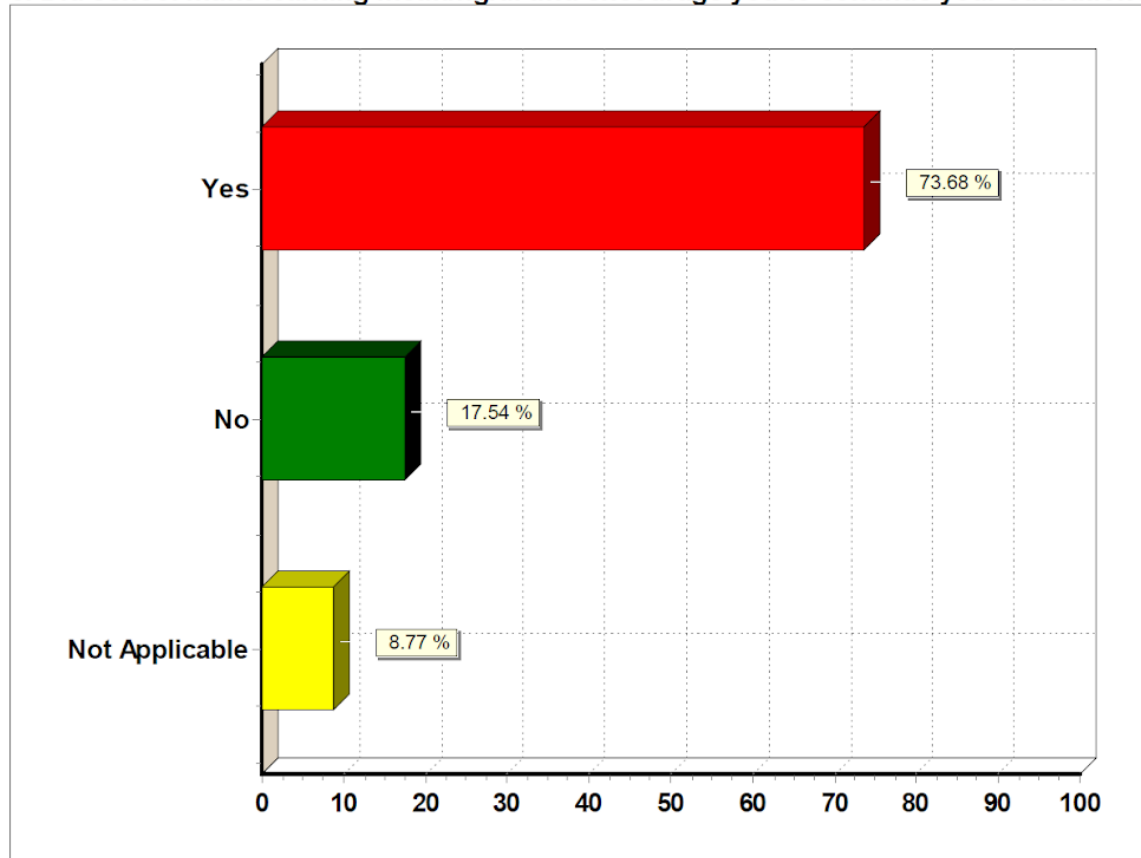
Response (n = 57)	Frequency	Percent
Yes	49	86.0%
No	4	7.0%
Not Applicable	4	7.0%

Question 4 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		4. Did you receive helpful guidance in the selection of a path to follow after high school?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	5 100.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	1 33.3%	0 0.0%	3 100.0%
	White / Caucasian	40 87.0%	3 6.5%	3 6.5%	46 100.0%
	Other	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Total (Column)	49	4	4	57
		-	-	-	-
Count (n) 57					

Frequency Row Percent		4. Did you receive helpful guidance in the selection of a path to follow after high school?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	21 77.8%	3 11.1%	3 11.1%	27 100.0%
	Female	28 93.3%	1 3.3%	1 3.3%	30 100.0%
	Total (Column)	49	4	4	57
		-	-	-	-
Count (n) 57					

5. Did school make learning meaningful and encourage you to continue your education?



5. Did school make learning meaningful and encourage you to continue your education?

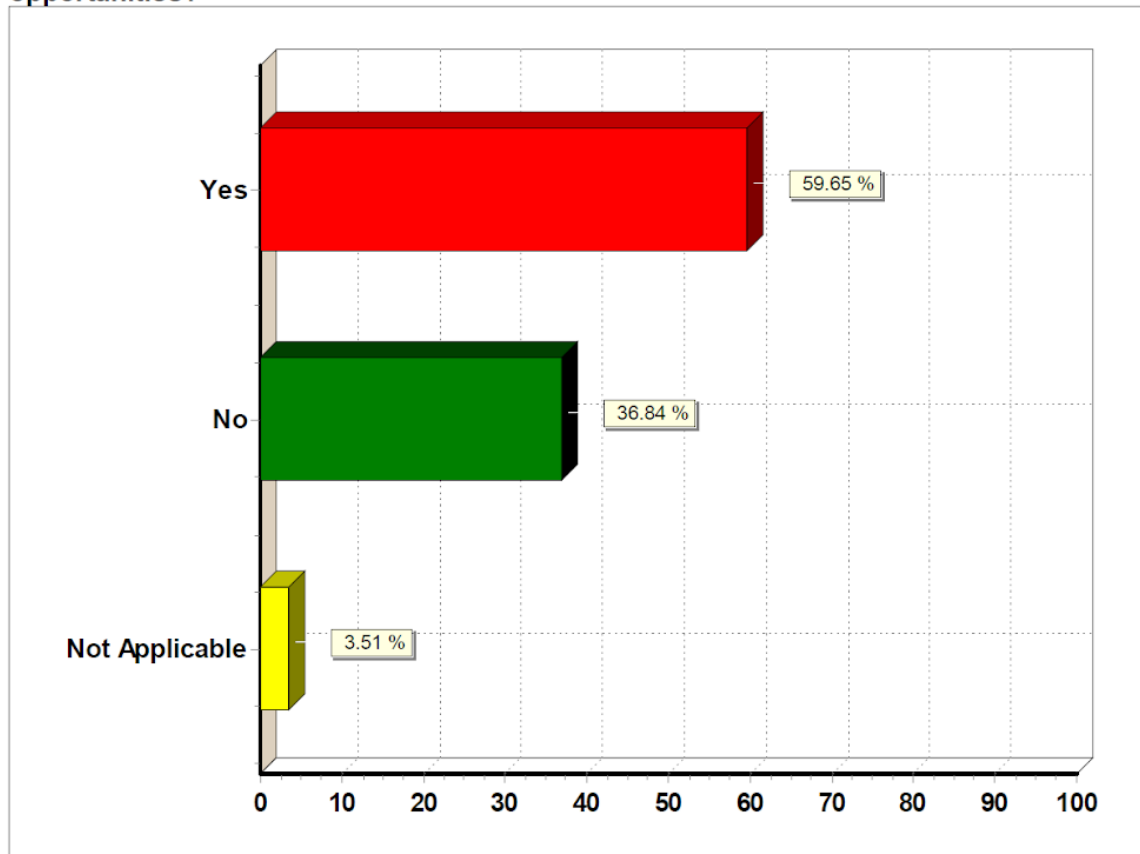
Response (n = 57)	Frequency	Percent
Yes	42	73.7%
No	10	17.5%
Not Applicable	5	8.8%

Question 5 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		5. Did school make learning meaningful and encourage you to continue your education?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	5 100.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	3 100.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	31 67.4%	10 21.7%	5 10.9%	46 100.0%
	Other	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	42	10	5	57
	Count (n)	-	-	-	-
		57			

Frequency Row Percent		5. Did school make learning meaningful and encourage you to continue your education?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	16 59.3%	9 33.3%	2 7.4%	27 100.0%
	Female	26 86.7%	1 3.3%	3 10.0%	30 100.0%
	Total (Column)	42	10	5	57
	Count (n)	-	-	-	-
		57			

6. Were enough elective classes offered for you to explore different career opportunities?



6. Were enough elective classes offered for you to explore different career opportunities?

Response (n = 57)	Frequency	Percent
Yes	34	59.6%
No	21	36.8%
Not Applicable	2	3.5%

Question 6 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		6. Were enough elective classes offered for you to explore different career opportunities?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	5 100.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	1 33.3%	2 66.7%	0 0.0%	3 100.0%
	White / Caucasian	25 54.3%	19 41.3%	2 4.3%	46 100.0%
	Other	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	34 -	21 -	2 -	57 -
	Count (n)	57			

Frequency Row Percent		6. Were enough elective classes offered for you to explore different career opportunities?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	19 70.4%	7 25.9%	1 3.7%	27 100.0%
	Female	15 50.0%	14 46.7%	1 3.3%	30 100.0%
	Total (Column)	34 -	21 -	2 -	57 -
	Count (n)	57			

7. Do you think you are prepared to enter the workforce or attend college?



7. Do you think you are prepared to enter the workforce or attend college?

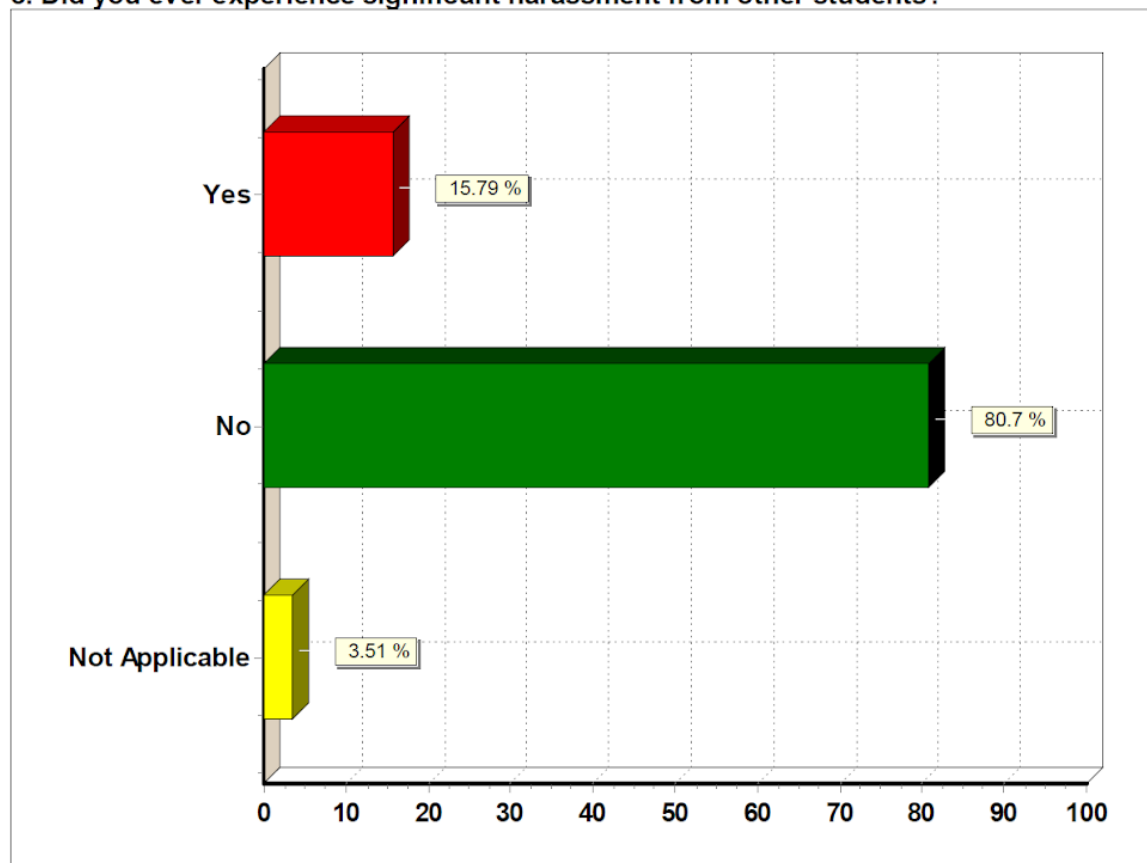
Response (n = 57)	Frequency	Percent
Yes	53	93.0%
No	3	5.3%
Not Applicable	1	1.8%

Question 7 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		7. Do you think you are prepared to enter the workforce or attend college?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	5 100.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	1 33.3%	0 0.0%	3 100.0%
	White / Caucasian	43 93.5%	2 4.3%	1 2.2%	46 100.0%
	Other	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	53 -	3 -	1 -	57 -
	Count (n)	57			

Frequency Row Percent		7. Do you think you are prepared to enter the workforce or attend college?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	25 92.6%	1 3.7%	1 3.7%	27 100.0%
	Female	28 93.3%	2 6.7%	0 0.0%	30 100.0%
	Total (Column)	53 -	3 -	1 -	57 -
	Count (n)	57			

8. Did you ever experience significant harassment from other students?



8. Did you ever experience significant harassment from other students?

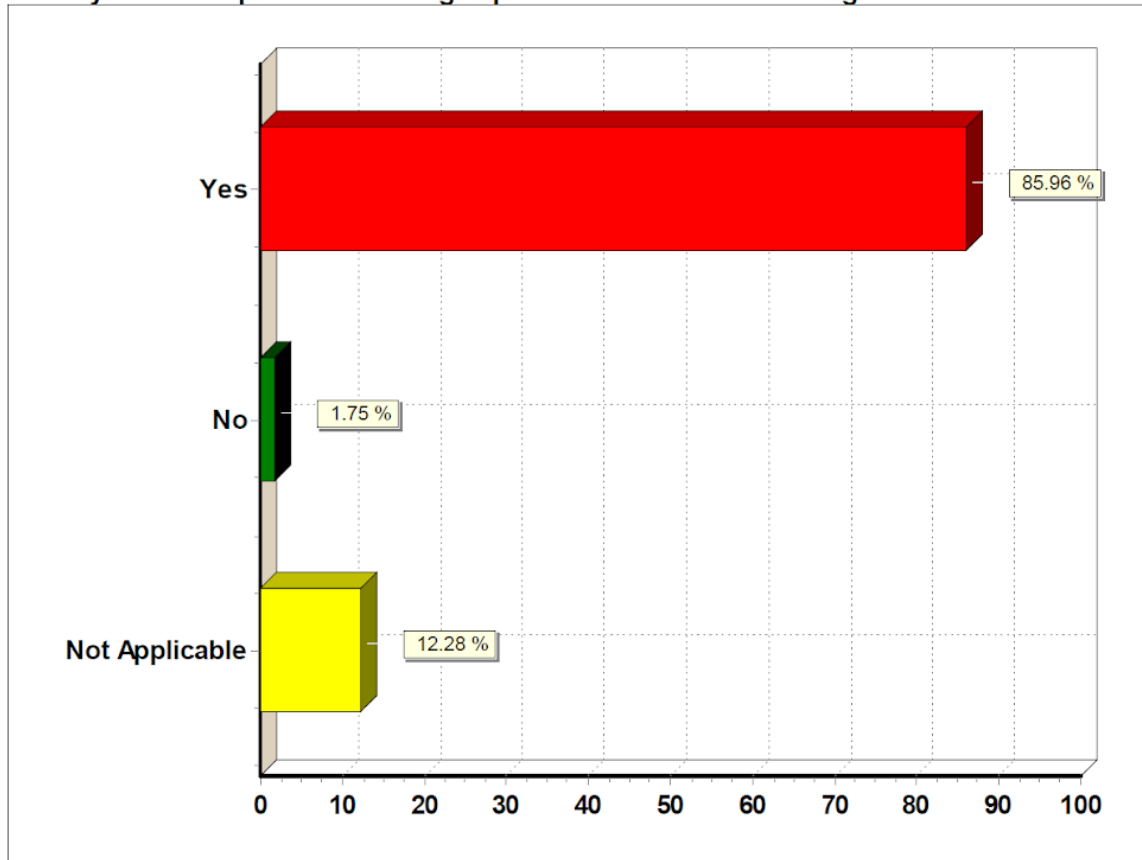
Response (n = 57)	Frequency	Percent
Yes	9	15.8%
No	46	80.7%
Not Applicable	2	3.5%

Question 8 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		8. Did you ever experience significant harassment from other students?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	1 100.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	1 20.0%	4 80.0%	0 0.0%	5 100.0%
	Native American	1 33.3%	2 66.7%	0 0.0%	3 100.0%
	White / Caucasian	6 13.0%	38 82.6%	2 4.3%	46 100.0%
	Other	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Total (Column)	9	46	2	57
	Count (n)	-	-	-	-

Frequency Row Percent		8. Did you ever experience significant harassment from other students?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	4 14.8%	22 81.5%	1 3.7%	27 100.0%
	Female	5 16.7%	24 80.0%	1 3.3%	30 100.0%
	Total (Column)	9	46	2	57
	Count (n)	-	-	-	-

9. Did you have a positive learning experience at Summerville High School?



9. Did you have a positive learning experience at Summerville High School?

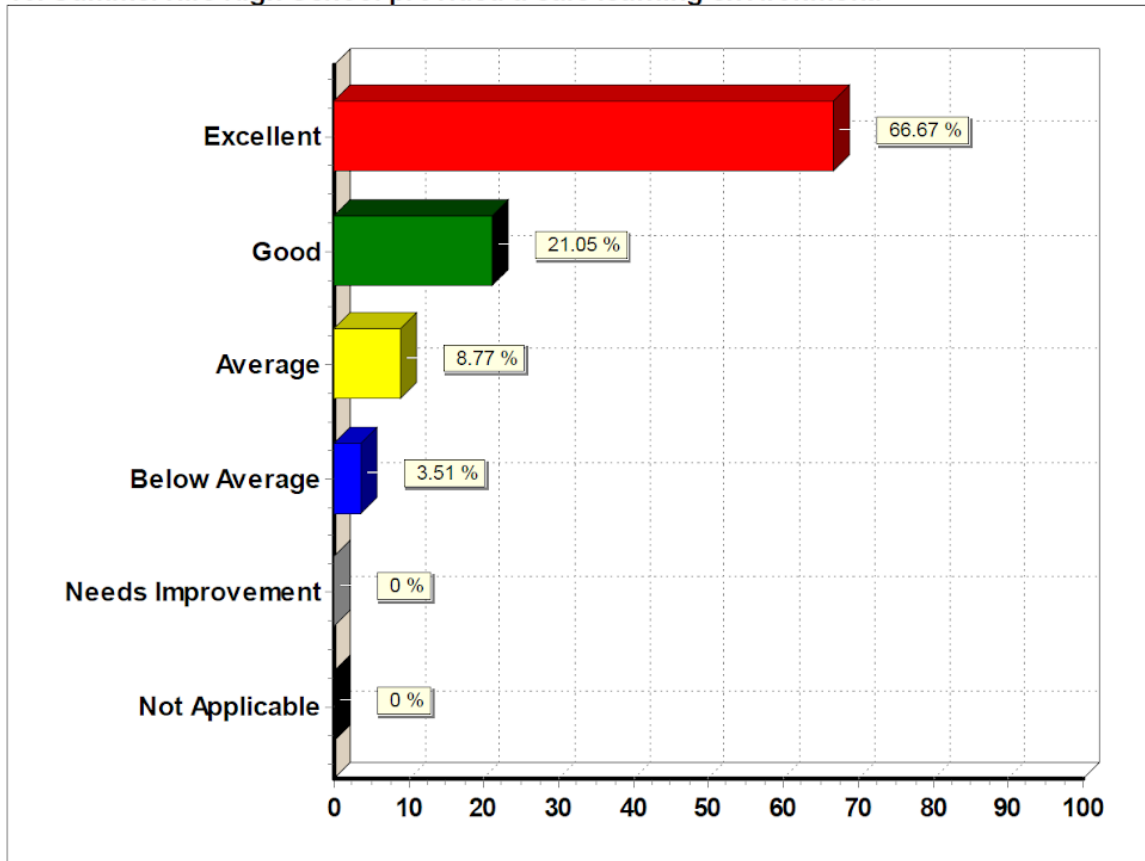
Response (n = 57)	Frequency	Percent
Yes	49	86.0%
No	1	1.8%
Not Applicable	7	12.3%

Question 9 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		9. Did you have a positive learning experience at Summerville High School?			
		Yes	No	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	4 80.0%	0 0.0%	1 20.0%	5 100.0%
	Native American	3 100.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	40 87.0%	1 2.2%	5 10.9%	46 100.0%
	Other	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Total (Column)	49	1	7	57
	Count (n)	-	-	-	-
		57			

Frequency Row Percent		9. Did you have a positive learning experience at Summerville High School?			
		Yes	No	Not Applicable	Total (Row)
3. Gender:	Male	23 85.2%	1 3.7%	3 11.1%	27 100.0%
	Female	26 86.7%	0 0.0%	4 13.3%	30 100.0%
	Total (Column)	49	1	7	57
	Count (n)	-	-	-	-
		57			

10. Summerville High School provided a safe learning environment.



10. Summerville High School provided a safe learning environment.

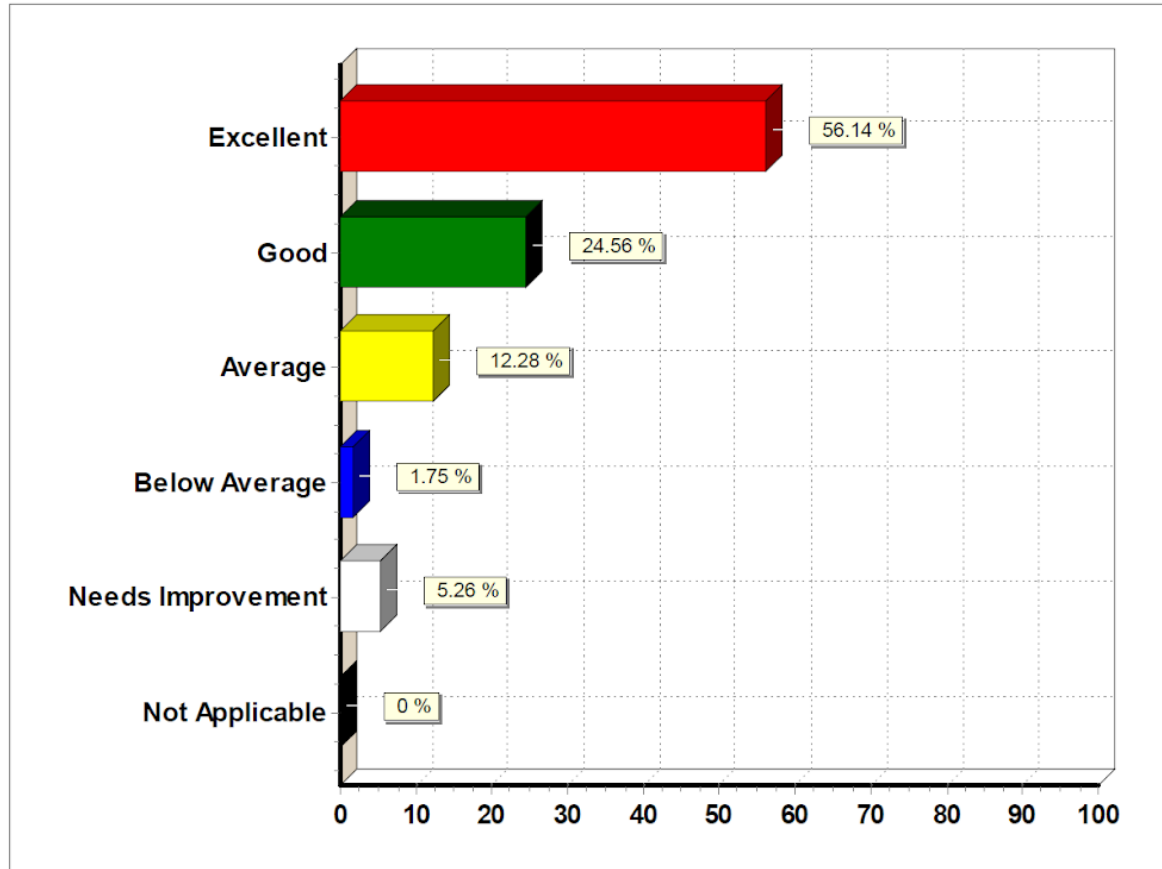
Response (n = 57)	Frequency	Percent
Excellent	38	66.7%
Good	12	21.1%
Average	5	8.8%
Below Average	2	3.5%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

Question 10 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		10. Summerville High School provided a safe learning environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	4 80.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	31 67.4%	9 19.6%	5 10.9%	1 2.2%	0 0.0%	0 0.0%	46 100.0%
	Other	0 0.0%	1 50.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	38	12	5	2	0	0	57
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		10. Summerville High School provided a safe learning environment.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	20 74.1%	2 7.4%	3 11.1%	2 7.4%	0 0.0%	0 0.0%	27 100.0%
	Female	18 60.0%	10 33.3%	2 6.7%	0 0.0%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	38	12	5	2	0	0	57
	Count (n)	-	-	-	-	-	-	-

11. Summerville High School provided enough extracurricular activities for student involvement.



11. Summerville High School provided enough extracurricular activities for student involvement.

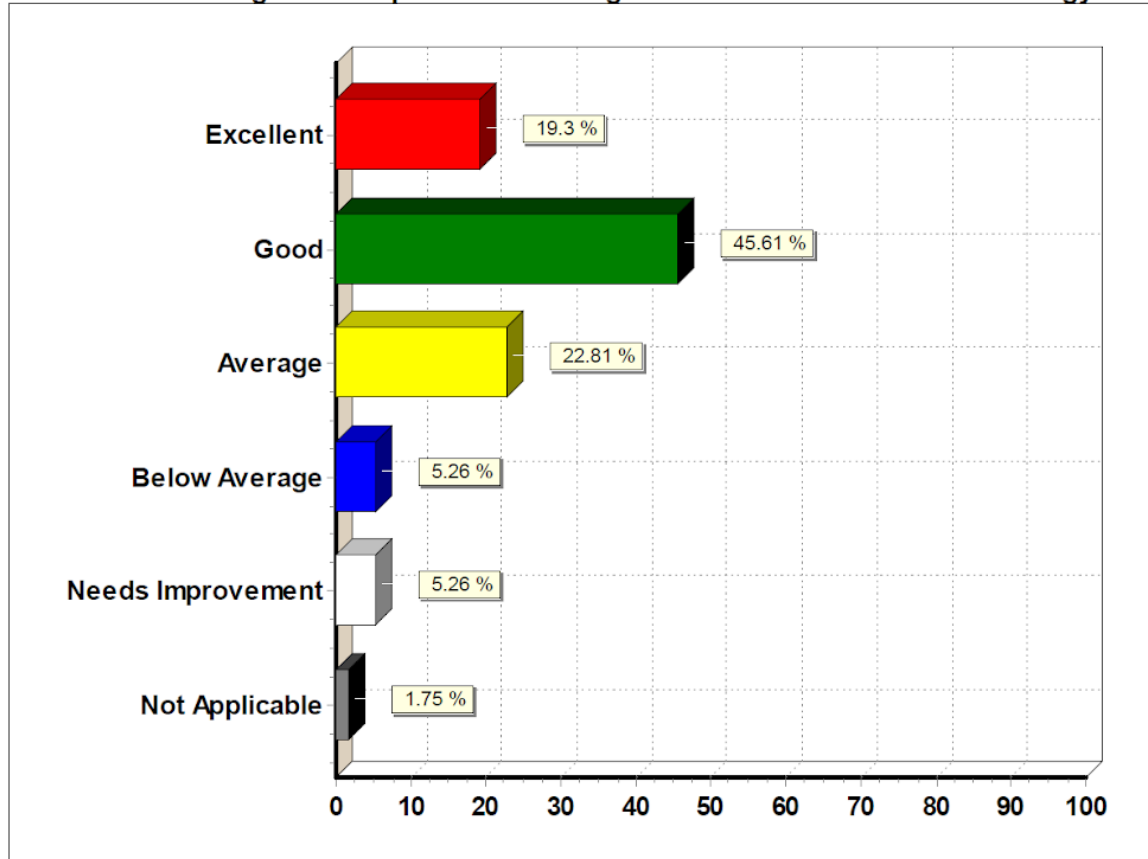
Response (n = 57)	Frequency	Percent
Excellent	32	56.1%
Good	14	24.6%
Average	7	12.3%
Below Average	1	1.8%
Needs Improvement	3	5.3%
Not Applicable	0	0.0%

Question 11 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		11. Summerville High School provided enough extracurricular activities for student involvement.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	2 40.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	26 56.5%	11 23.9%	6 13.0%	1 2.2%	2 4.3%	0 0.0%	46 100.0%
	Other	1 50.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	0 0.0%	2 100.0%
	Total (Column)	32	14	7	1	3	0	57
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		11. Summerville High School provided enough extracurricular activities for student involvement.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	14 51.9%	7 25.9%	4 14.8%	0 0.0%	2 7.4%	0 0.0%	27 100.0%
	Female	18 60.0%	7 23.3%	3 10.0%	1 3.3%	1 3.3%	0 0.0%	30 100.0%
	Total (Column)	32	14	7	1	3	0	57
	Count (n)	-	-	-	-	-	-	-

12. Summerville High School provided a strong foundation in the use of technology.



12. Summerville High School provided a strong foundation in the use of technology.

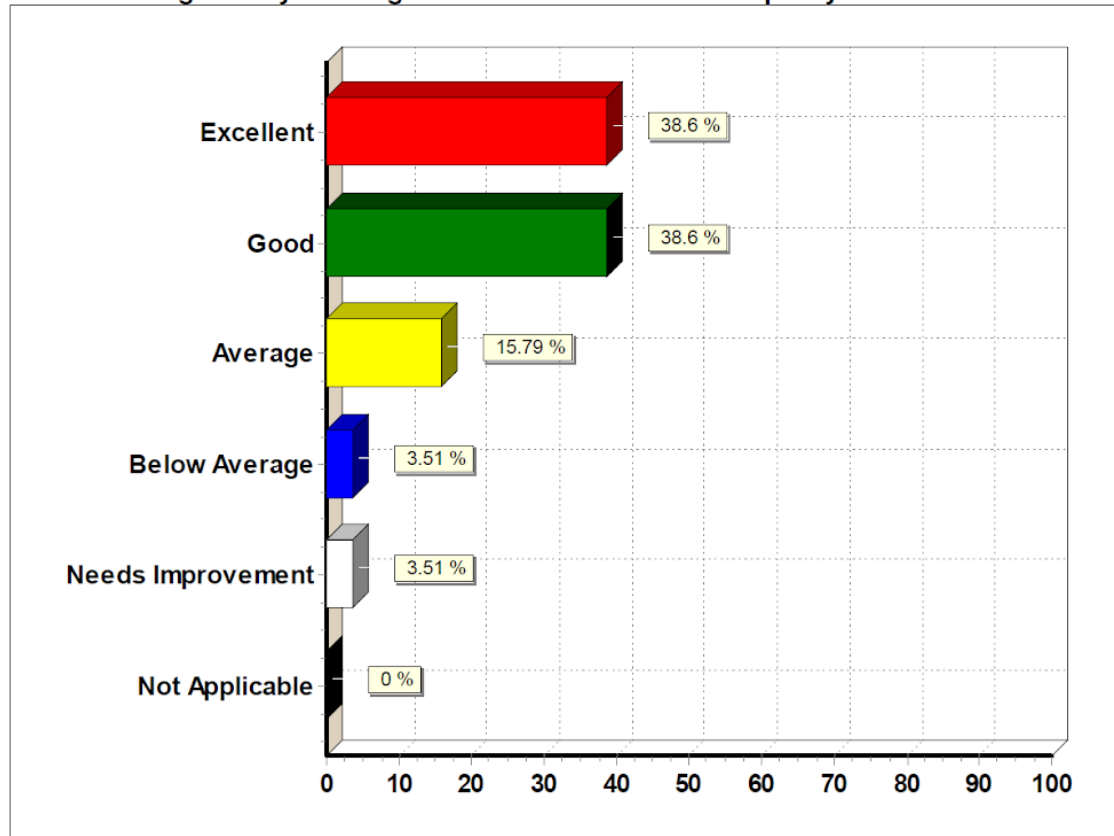
Response (n = 57)	Frequency	Percent
Excellent	11	19.3%
Good	26	45.6%
Average	13	22.8%
Below Average	3	5.3%
Needs Improvement	3	5.3%
Not Applicable	1	1.8%

Question 12 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		12. Summerville High School provided a strong foundation in the use of technology.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	1 20.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	1 33.3%	0 0.0%	1 33.3%	0 0.0%	0 0.0%	1 33.3%	3 100.0%
	White / Caucasian	7 15.2%	23 50.0%	10 21.7%	3 6.5%	3 6.5%	0 0.0%	46 100.0%
	Other	0 0.0%	1 50.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	11	26	13	3	3	1	57
		-	-	-	-	-	-	-
Count (n) 57								

Frequency Row Percent		12. Summerville High School provided a strong foundation in the use of technology.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	5 18.5%	9 33.3%	8 29.6%	2 7.4%	3 11.1%	0 0.0%	27 100.0%
	Female	6 20.0%	17 56.7%	5 16.7%	1 3.3%	0 0.0%	1 3.3%	30 100.0%
	Total (Column)	11	26	13	3	3	1	57
		-	-	-	-	-	-	-
Count (n) 57								

13. Teachers generally held high standards and demanded quality work.



13. Teachers generally held high standards and demanded quality work.

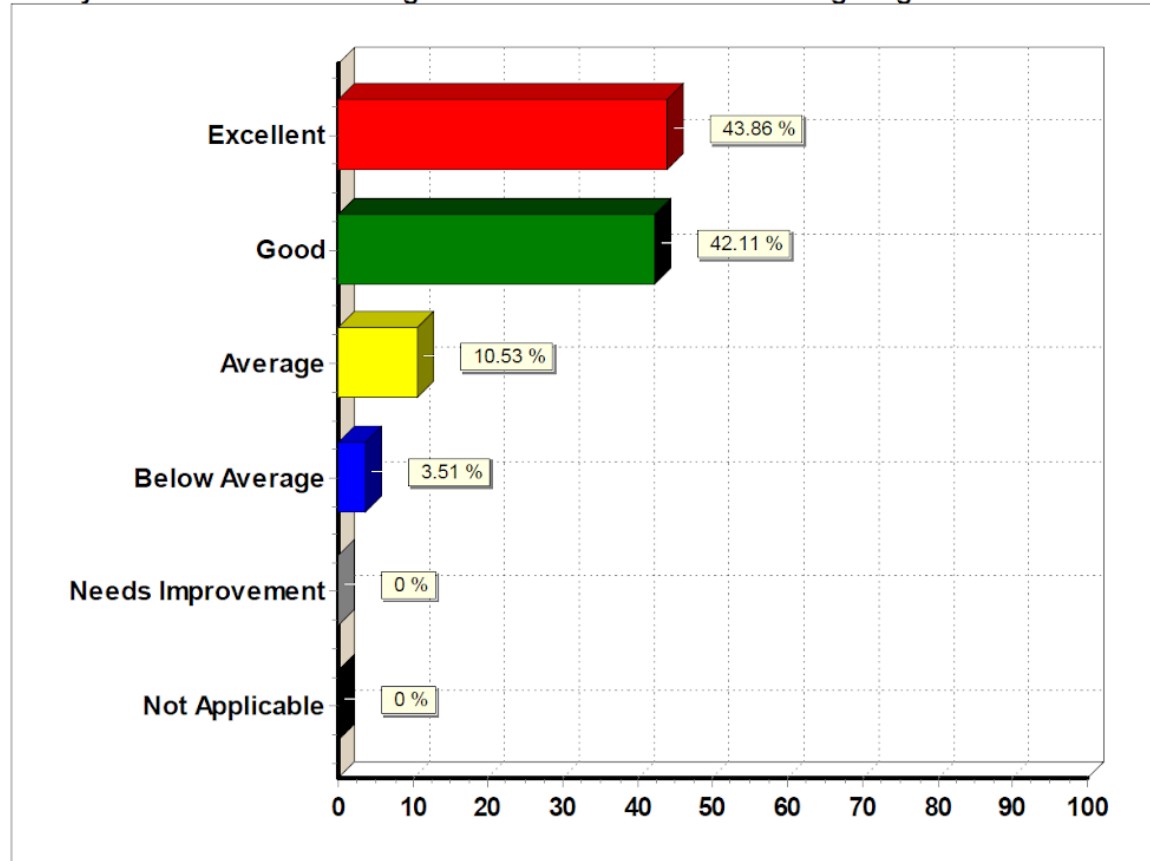
Response (n = 57)	Frequency	Percent
Excellent	22	38.6%
Good	22	38.6%
Average	9	15.8%
Below Average	2	3.5%
Needs Improvement	2	3.5%
Not Applicable	0	0.0%

Question 13 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		13. Teachers generally held high standards and demanded quality work.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	4 80.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	1 33.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	14 30.4%	19 41.3%	9 19.6%	2 4.3%	2 4.3%	0 0.0%	46 100.0%
	Other	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	22 -	22 -	9 -	2 -	2 -	0 -	57 -
	Count (n)	57						

Frequency Row Percent		13. Teachers generally held high standards and demanded quality work.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	10 37.0%	10 37.0%	3 11.1%	2 7.4%	2 7.4%	0 0.0%	27 100.0%
	Female	12 40.0%	12 40.0%	6 20.0%	0 0.0%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	22 -	22 -	9 -	2 -	2 -	0 -	57 -
	Count (n)	57						

14. My teachers were knowledgeable about the curriculum being taught.



14. My teachers were knowledgeable about the curriculum being taught.

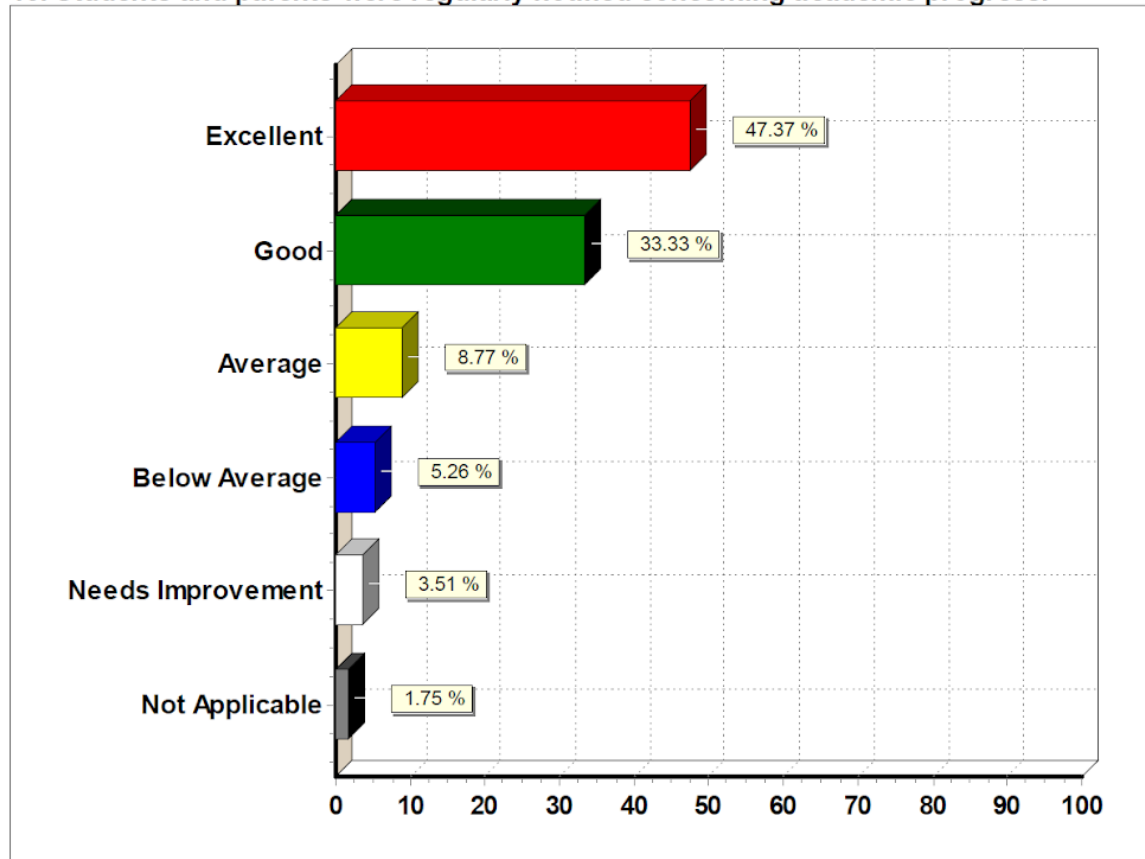
Response (n = 57)	Frequency	Percent
Excellent	25	43.9%
Good	24	42.1%
Average	6	10.5%
Below Average	2	3.5%
Needs Improvement	0	0.0%
Not Applicable	0	0.0%

Question 14 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		14. My teachers were knowledgeable about the curriculum being taught.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	2 40.0%	2 40.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	3 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	18 39.1%	21 45.7%	5 10.9%	2 4.3%	0 0.0%	0 0.0%	46 100.0%
	Other	2 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	25	24	6	2	0	0	57
		-	-	-	-	-	-	-
Count (n) 57								

Frequency Row Percent		14. My teachers were knowledgeable about the curriculum being taught.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	12 44.4%	10 37.0%	3 11.1%	2 7.4%	0 0.0%	0 0.0%	27 100.0%
	Female	13 43.3%	14 46.7%	3 10.0%	0 0.0%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	25	24	6	2	0	0	57
		-	-	-	-	-	-	-
Count (n) 57								

15. Students and parents were regularly notified concerning academic progress.



15. Students and parents were regularly notified concerning academic progress.

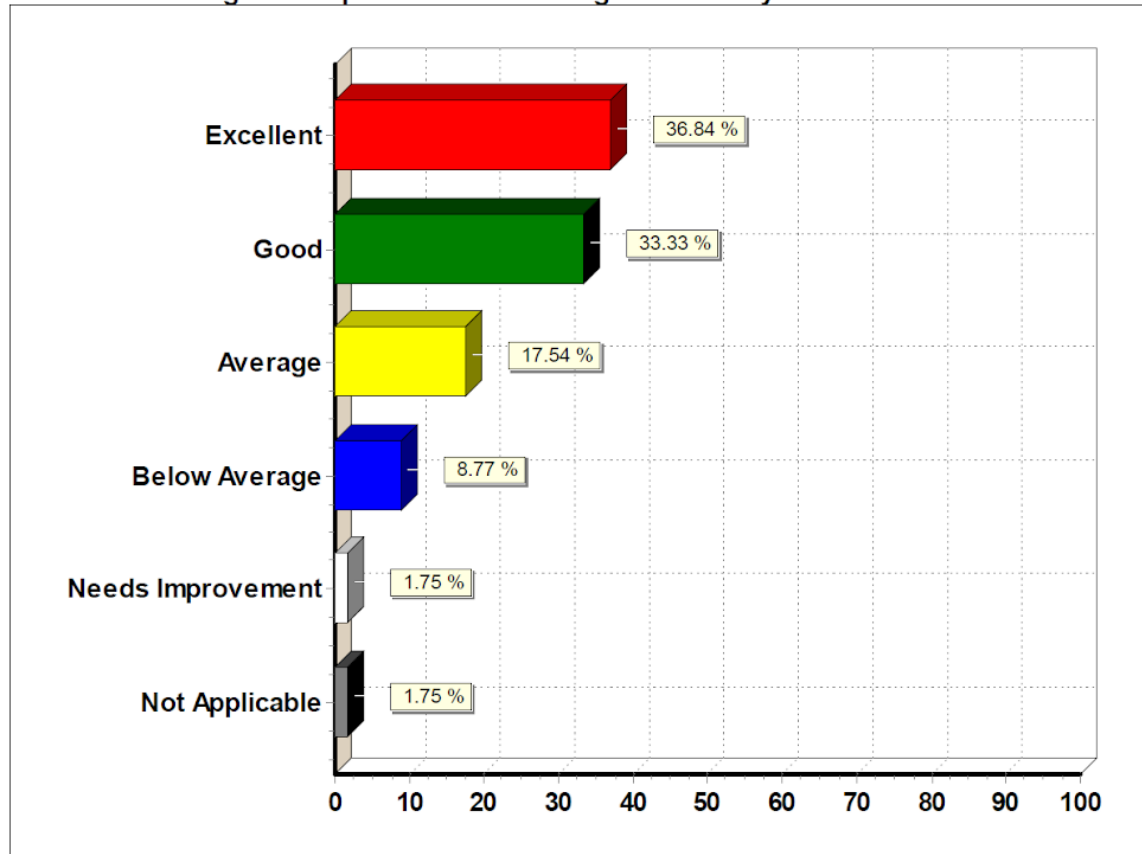
Response (n = 57)	Frequency	Percent
Excellent	27	47.4%
Good	19	33.3%
Average	5	8.8%
Below Average	3	5.3%
Needs Improvement	2	3.5%
Not Applicable	1	1.8%

Question 15 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		15. Students and parents were regularly notified concerning academic progress.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	1 20.0%	0 0.0%	0 0.0%	1 20.0%	0 0.0%	5 100.0%
	Native American	3 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	19 41.3%	18 39.1%	4 8.7%	3 6.5%	1 2.2%	1 2.2%	46 100.0%
	Other	1 50.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	27	19	5	3	2	1	57
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		15. Students and parents were regularly notified concerning academic progress.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	14 51.9%	8 29.6%	1 3.7%	1 3.7%	2 7.4%	1 3.7%	27 100.0%
	Female	13 43.3%	11 36.7%	4 13.3%	2 6.7%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	27	19	5	3	2	1	57
Count (n)		-	-	-	-	-	-	-

16. I was challenged to experience academic growth each year.



16. I was challenged to experience academic growth each year.

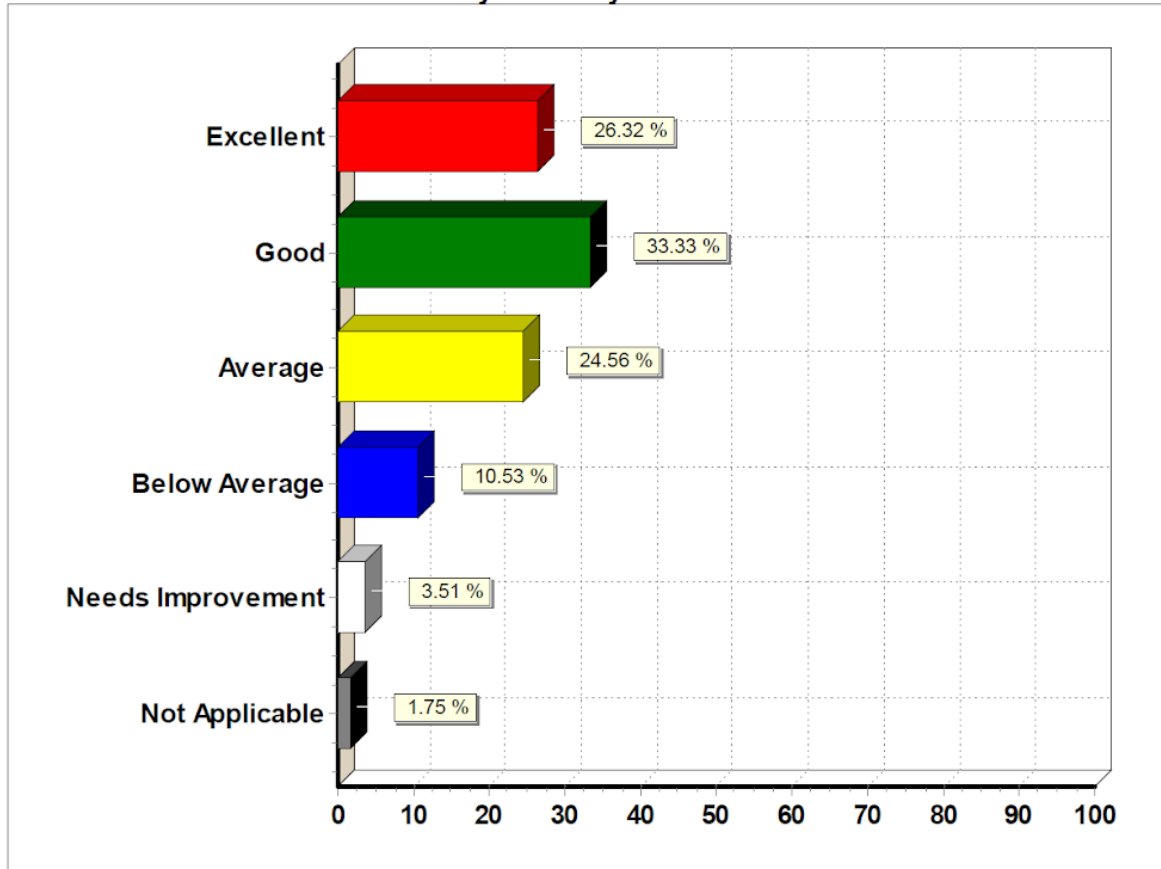
Response (n = 57)	Frequency	Percent
Excellent	21	36.8%
Good	19	33.3%
Average	10	17.5%
Below Average	5	8.8%
Needs Improvement	1	1.8%
Not Applicable	1	1.8%

Question 16 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		16. I was challenged to experience academic growth each year.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	1 20.0%	0 0.0%	1 20.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	2 66.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 33.3%	3 100.0%
	White / Caucasian	15 32.6%	18 39.1%	8 17.4%	4 8.7%	1 2.2%	0 0.0%	46 100.0%
	Other	1 50.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	21 -	19 -	10 -	5 -	1 -	1 -	57 -
	Count (n)	57						

Frequency Row Percent		16. I was challenged to experience academic growth each year.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	7 25.9%	7 25.9%	8 29.6%	4 14.8%	1 3.7%	0 0.0%	27 100.0%
	Female	14 46.7%	12 40.0%	2 6.7%	1 3.3%	0 0.0%	1 3.3%	30 100.0%
	Total (Column)	21 -	19 -	10 -	5 -	1 -	1 -	57 -
Count (n)		57						

17. Rules were enforced consistently and fairly.



17. Rules were enforced consistently and fairly.

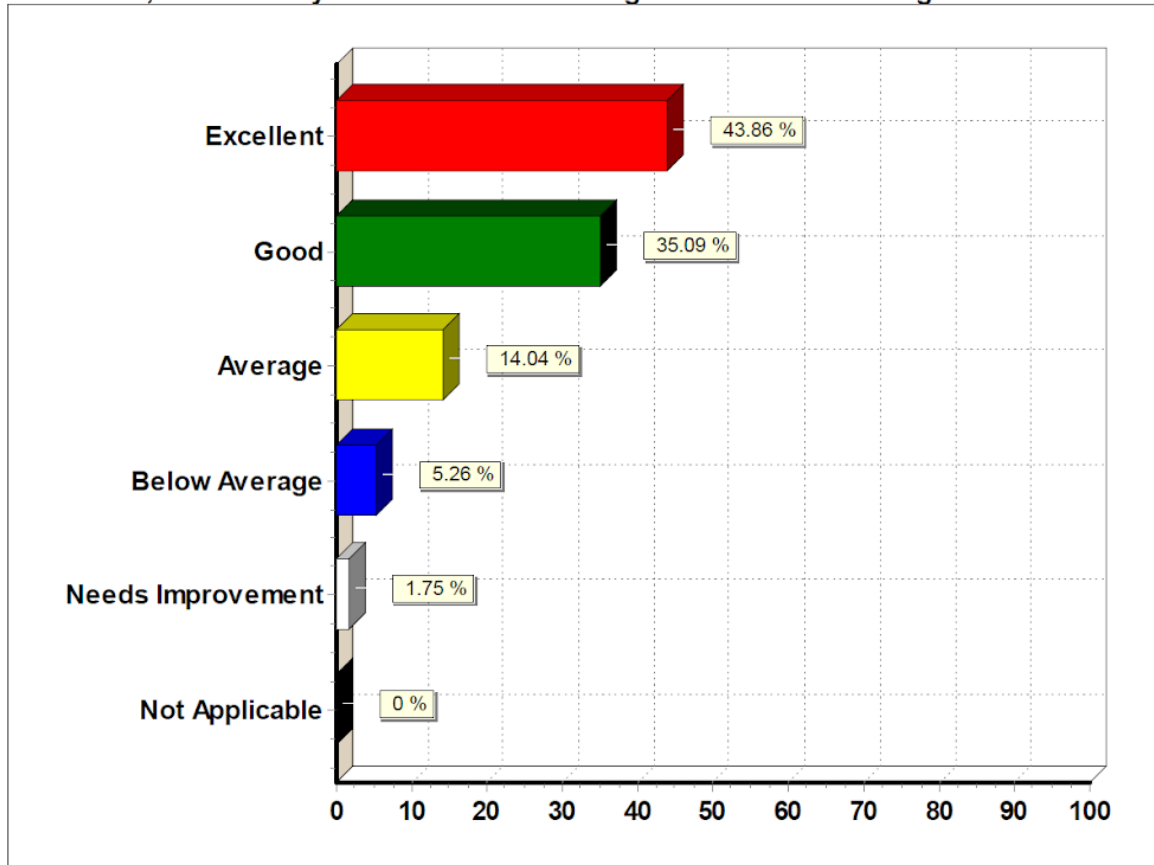
Response (n = 57)	Frequency	Percent
Excellent	15	26.3%
Good	19	33.3%
Average	14	24.6%
Below Average	6	10.5%
Needs Improvement	2	3.5%
Not Applicable	1	1.8%

Question 17 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		17. Rules were enforced consistently and fairly.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	1 20.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	1 33.3%	0 0.0%	1 33.3%	1 33.3%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	10 21.7%	18 39.1%	11 23.9%	5 10.9%	1 2.2%	1 2.2%	46 100.0%
	Other	1 50.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	0 0.0%	2 100.0%
	Total (Column)	15 -	19 -	14 -	6 -	2 -	1 -	57 -
	Count (n)	57						

Frequency Row Percent		17. Rules were enforced consistently and fairly.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	9 33.3%	10 37.0%	4 14.8%	1 3.7%	2 7.4%	1 3.7%	27 100.0%
	Female	6 20.0%	9 30.0%	10 33.3%	5 16.7%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	15 -	19 -	14 -	6 -	2 -	1 -	57 -
	Count (n)	57						

18. Overall, how would you rate Summerville High School as a learning environment?



18. Overall, how would you rate Summerville High School as a learning environment?

Response (n = 57)	Frequency	Percent
Excellent	25	43.9%
Good	20	35.1%
Average	8	14.0%
Below Average	3	5.3%
Needs Improvement	1	1.8%
Not Applicable	0	0.0%

Question 18 disaggregated into cross tabulations by Ethnic Origin and Gender

Frequency Row Percent		18. Overall, how would you rate Summerville High School as a learning environment?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
2. Ethnic Origin:	African American	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic	3 60.0%	1 20.0%	1 20.0%	0 0.0%	0 0.0%	0 0.0%	5 100.0%
	Native American	3 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%
	White / Caucasian	19 41.3%	18 39.1%	6 13.0%	2 4.3%	1 2.2%	0 0.0%	46 100.0%
	Other	0 0.0%	0 0.0%	1 50.0%	1 50.0%	0 0.0%	0 0.0%	2 100.0%
	Total (Column)	25	20	8	3	1	0	57
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		18. Overall, how would you rate Summerville High School as a learning environment?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
3. Gender:	Male	9 33.3%	10 37.0%	4 14.8%	3 11.1%	1 3.7%	0 0.0%	27 100.0%
	Female	16 53.3%	10 33.3%	4 13.3%	0 0.0%	0 0.0%	0 0.0%	30 100.0%
	Total (Column)	25	20	8	3	1	0	57
	Count (n)	-	-	-	-	-	-	-

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Data Disaggregation:

Post-High School Paths:

Report showing responses for each of the following categories:
4 Year College, 2 Year College, Voc/ Tech School, Work Full Time, Work Part Time,
Apprenticeship, Military, & Other

Generates 8 Reports \$60.00

Ethnic Origin:

Report showing responses for each of the following categories:
African American, Asian, Hispanic, Native American, White/Caucasian, & Other

Generates 6 Reports \$55.00

Gender

Report showing only male responses and report showing only female responses

Generates 2 Reports \$30.00

Yes/No Question

Report showing responses for those answering a question "Yes" and a report showing
those that answered "No" to the same question (you choose which yes/no question you
want segregated)

Generates 2 Reports \$30.00

Excellent/Good/Average/Below Average/Needs Improvement Question

Report showing responses for those answering a question "Excellent", those answering
"Good", those answering "Average", those answering "Below Average", and a report
showing those that answered "Needs Improvement" to the same question (you choose
which A/B/C/D/F question you want segregated)

Generates 5 Reports \$50.00

Customized Reports

You may customize your data segregation to focus on a group meeting specific criteria.
(For example: A report showing those attending a 4-Year College, answered "yes" to
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@ LifeTrack Services
1-800-738-6466**

GRADUATE FOLLOW-UP SCHEDULE



Prior to Graduation:	<p><u>Senior Exit Survey</u></p> <p>School submits their questions to LifeTrack. LifeTrack builds customized survey and mails to school OR deploys it online (Schools' choice). School administers survey IN CLASS. School returns surveys so LifeTrack can compile data and return a personalized compilation report.</p>
6-12 Months after graduation:	<p>LifeTrack processes all alumni data in the national move-update registry through the United States Postal Service to get forwarding addresses.</p> <p>Nothing needed from the school.</p>
18-24 Months after graduation:	<p><u>Postgraduate Survey</u> School sends LifeTrack a letter on school letterhead and questions for postgraduate survey. LifeTrack builds customized online survey. LifeTrack mails letter directing alumni to take survey online. LifeTrack will attempt to contact each graduate, who did not submit a survey, via phone/cell, text and email. LifeTrack compiles data and sends school a personalized compilation report.</p>
30-36 Months after graduation:	<p>LifeTrack processes all alumni data in the national move-update registry through the United States Postal Service to get forwarding addresses.</p> <p>Nothing needed from the school.</p>
42-48 Months after graduation:	<p>LifeTrack processes all alumni data in the national move-update registry through the United States Postal Service to get forwarding addresses.</p> <p>Nothing needed from the school.</p>
60 Months after graduation:	<p><u>Culminating Survey</u> School sends LifeTrack a letter on school letterhead and questions for culminating survey. LifeTrack builds customized online survey. LifeTrack mails letter directing alumni to take survey online. LifeTrack will attempt to contact each graduate, who did not submit a survey, via phone/cell, text and email. LifeTrack compiles data and sends school a personalized compilation report.</p>

N. Parent Handbook 2018-2019

<https://www.summbears.net/wp-content/uploads/20180817153653002.pdf>

O. Student Handbook 2018-2019

<https://www.summbears.net/wp-content/uploads/2018-2019-Student-Handbook.pdf>

P. Site Council Notes

Summerville Union High School District

Site Council Notes

September 12, 2018

1. Call to Order
2. Welcome and Introductions
3. Site Council Overview
4. Review of Minutes from May 9, 2018
 - Motion - Jean
 - Second - Tami
 - Unanimous
5. Curriculum Requests
 - a. Consumable workbook for Anatomy/Physiology by Rachel Castongia
 - *see attached
 - Motion - Jean
 - Second - Steve
 - Unanimous
 - B. Just Mercy and Educated for AP English by Brooke Hallinan
 - *see attached
 - Motion - Andrea
 - Second - Tami
 - Unanimous
6. Bear Grant Request
 - a. Academic Decathlon Team state competition funding - J. Brull
 - *see attached
 - Motion - Andrea
 - Second - Tami
 - Unanimous
7. Apex presentation - Dae Dyer

Dae presented the history of our school's experiences with online learning curriculum (Apex, Edgenuity, BYU). She also described the pros and cons of the different curriculums in regards to all of our small necessary schools, as well as Independent Study and Adult Ed. She will provide more information on the usability and success of Apex towards the end of the year.

*see attached

8. WASC self-study update

Focus groups have met once this school year. Prep work has been done on areas to review. Parents, staff and students will be receiving a Connect email regarding Survey Monkey.

*see attached

9. Safety Plan Update

Steve reported on our alarm response to date this school year. Staff is being instructed to wait in rooms after alarms have gone off and wait for instruction. Then they are to either lead the students to the designated evacuation site or lockdown and follow lockdown protocol. We have had one lockdown this school year to date. During lockdown, announcements were made over intercom system, giving staff and students needed information to stay safe. This received positive feedback from staff.

The Health Department is also scheduled to give a training on vaping.

9. Thank you to new and returning members!

We are in need of an additional student and parent for Site Council. Katelyn Semsen has stated she is interested in joining. Kellene will follow up on this.

11. Adjourn

Summerville High School

Site Council Notes

10/10/2018

Attendees: Tami Warnock, Kellene Ditler, Jean St. John, Fatima Craddock, Andrea Banks, Shane Patey, Trichelle Clark

1. Call to Order
2. Welcome and Introductions
3. Review of Minutes from September 12, 2018 - Trichelle

Motion - Jean

Second - Andrea

Unanimous

Action Items

4. Bear Grant Requests

- A. Girls' basketball program equipment request - J. Stead

*see attached

Motion - Tami

Second - Jean

Unanimous

- B. Literature organizer for keyboard storage - K. Kerns

*see attached

Motion - Jean

Second - Andrea

Unanimous

C. Art Exhibition Supplies - S. Castle

*see attached

Motion - Trichelle

Second - Tami

Unanimous

D. Instruments and supplies for Sierra Strings - M. Clark

*see attached

Motion - Andrea

Second - Jean

Unanimous

E. Character Counts! End of year BBQ - J. Dahl

*see attached

Motion - Jean

Second - Tami

Unanimous

Information Items

5. WASC self-study update - Kellene

*see WASC information attached

- A. Attendance data - Kellene stated that the attendance issues that are still at our schools have been addressed
- B. Survey data
- C. AP test results
- D. A-G completion rates

6. Safety Plan update - Steve

Steve stated that we have avoided 3 suspensions for vaping- instead the students have had Saturday School with education on vaping. A grant was approved for Kevin W. To counsel students at our Long Barn/Cold Springs campus.

In October, we will have an Earthquake drill and will also practicing evacuating and having administration do a sweep of classes before allowing students to return to class.

Stanislaus Office of Education is hosting workshops on safety planning, crisis response and emergency preparedness. Site Council members are welcome to attend. *see attached

A Security Advisory Board will be created soon. Site Council members are welcome to join.

7. Thank you to returning members and to new members!

8. Adjourn

Next Site Council meeting: November 14, 2018, 2:15 PM

Summerville High School

Site Council Notes

11/14/2018

Attendees: Steve Sweitzer, Andrea Banks, Jordan Brull, Kellene Ditler, Kelly Bressel, Kaitlyn Semsen, Camelia Schaner, Trichelle Clark, Fatima Craddock, Jean St. John

1. **Call to order - 2:15pm**
2. **Welcome and Introductions**
3. **Review of Minutes from October 10, 2018 - Trichelle**
Motion- Jean
Second- Andrea
Unanimous

Action Items

4. SPSA review and update

Kellene has a few updates to make. After a quick review by council, no other recommendations were made. Kellene will email document to all council members for review. Approval of plan will be tabled until next meeting after member's review.

*see attached

Motion- Kelly
Second- Jordan
Unanimous

5. Stipend increase for set designer and customer

There has been no increase in the stipend for designer and customer for 6 years. The recommendation is to increase stipend from \$500 to \$750 a play.

Motion- Jean
Second-Andrea
Unanimous

6. Book request for ASB - Deena Soto

Deena presented Fish Philosophy to Site Council for approval. She describes it as being motivational and full of good attitude strategies.

Motion-
Second-
Unanimous

Information Items

7. WASC self-study update - Kellene

2 focus group meetings left to meet. A goal before our March WASC review is to encourage parent involvement during visitation. We are considering providing a bus route and possibly dinner for the parents during the WASC visitation in order to encourage authentic feedback (March 17-20)

8. Safety plan - behavior update - Steve Sweitzer/ Jean St. John

Steve updated handed out copies of "Safe Social Climate Goal" and updated "Student Discipline Regulations". He asked for input on new ideas and goals. We will submit ideas before next meeting. *see attached

Jean went to seminar on emergency preparedness hosted by Stanislaus County. A few of the recommendations from the speaker were:

- Downloading the ICE app
- Continual safety and emotional training for staff
- Using a new approach: encourage everyone to stay alert and report
- Practicing a lunchtime lockdown
- Check safety and expiration on all emergency supplies

- Plan media staging away from school site
 - Implementing CERT (Community Emergency Response Team) for teenagers and community members who can be of help during an emergency
- Jean will continue to keep Site Council updated on future seminars.

9. Adjourn

Next Site Council meeting: Wednesday, January 9, 2019, 2:15 pm

Summerville High School
Site Council Notes
1/9/2019

Attendees: Kellene Dittler, Steve Sweitzer, Camelia Schaner, Shane Patey, Jordan Brull, Tami Warnock, Jean St. John, Andrea Banks, Kelly Bresell, Fatima Craddock, Trichelle Clark, Michael Merrill (guest)

1. Call to Order
2. Review of Minutes from 11/14/18

Motion- Jordan

Second- Kelly

Unanimous

Action Items:

3. Single Plan for Student Achievement
 - a. Plan will be going to Board for approval on 1/23. *see attached
4. Bear Grant Applications (3)
 - a. Nicole Markle is requesting a Bear Grant of \$300 for beginning and advanced drama students to be able to attend a drama competition. The \$300 will pay for transportation and the competition. (51 students)

Motion- Andrea

Second- Jean

Unanimous

b. Sarah Castle is requesting a Bear Grant of \$5,500 to purchase 10 Canon rebel cameras for Art/Film department. The Site Council voted unanimously to table the discussion on this Grant until the teacher provides additional information on cases, storage/locks, etc.

c. Katherine Kellogg is requesting a Bear Grant of \$4000 for the FFA student leadership students to travel to Australia for a leadership convention. She is planning to take 4 students of this trip. The Site Council voted unanimously to deny this request due to the fact that it benefits only 4 students and cannot be used for any future students.

Motion- Jean

Second- Fatima

Unanimous

Information Items:

5. LCAP presentation- Mike
 - a. *see attached

6. Safety Plan update - Steve
 - a. *see attached
7. WASC update - Kellene
Kellene updated Site Council on continuing progress made for WASC review in March.
8. Adjourn

Next Site Council meeting: Wednesday, February 19, 2019 @ 2:15 pm

Summerville High School
Site Council Notes
2/19/2019

Attendees: Kellene Dittler, Steve Sweitzer, Andrea Banks, Jean St. John, Fatima Craddock, Trichelle Clark, Delaney O'Shea, Kaitlyn Semsen

1. **Call to Order**
2. **Review of Minutes from 1/9/2019**

Motion- Jean
Second- Andrea
Unanimous

Action Items:

3. **Bear Grant Application- Sharai Kirk**

The Bear Grant was submitted by Sharai as Cross Country coach. She is requesting \$1,507.94 for new Cross Country uniforms. The Council decision was made that the Cross Country account should pay for the uniforms and the Bear Grant would be adjusted to cover the balance.

Motion-Jean
Second-Andrea
Unanimous

Information items:

4. **Schedule Committee (2020-2021)**

A committee has been created to review our schedule for the 2020-21 school year and determine which schedule would best meet the needs of our school.

5. **New courses being considered for 2019-2020**

- a. Dual enrollment- Guide 18 is a college course required at Columbia College that will be offered next year. We will be offering it as an on campus, dual enrollment course.
- b. Fitness 1 & 2- This is a new P.E. course that will be offered in two levels: low impact conditioning, and a more intense conditioning.
- c. Sports Psychology will be offered next year. This will be a Columbia College course taught on campus.

6. **WASC updates**

WASC review will be on campus from 3/17-3/20. We will be meeting in many different groups during this time.

- a. Parent panel (needs parents!)- more parents are needed to meet with the WASC review panel during the week they are here on campus.

- b. Boosters panel (CAST, Summerville High School Foundation, etc.)- different groups who support our students and staff will also be meeting with WASC.

7. Safety Plan update- Steve

The updated Safety Plan will be presented at the Board Meeting this evening (2/13/19). It will show the improvements on the school Dashboard. It will also address the plan for new cameras to be installed on the main campus and also at the Long Barn site.

8. Adjourn

Q. Connections Advisory Board Notes

CONNECTIONS ADVISORY BOARD MEETING NOTES

April 17,2018

Connections Visual & Performing Arts Academy: Achieving Academic
Excellence through Artistic Expression

Meeting opened at 4:30 pm

Led by Diana Harford (Principal)

MINUTES APPROVAL

- A. A motion to approve the March 20, 2018, minutes was made by Beada Wilkie, and seconded by Adam Rich. Unanimous approval.
- B. Discussion of notes/follow-up
 - a. Live Oak Music recommended two small, \$400 speakers.
 - b. Tech needs to be updated, and is an ongoing issue.

ACTION ITEMS:

- A. Lottery Drawing for 7th/8th grade
 - a. 15 students were chosen from 34 applicants
 - b. Program expansion was discussed, with expansion of visual arts programs as an option

DISCUSSION ITEMS

- A. LCAP Update
 - a. Presented by Superintendent Robert Griffith
 - 1. Overview of LCAP funding
 - 1. LCFF: Local control funding formula
 - 2. Review of goals
 - 3. Discussion of behavior and suspensions
 - a. Restorative justice and peer counseling were suggested
 - 4. Review and evaluation of iPad implementation
- B. After school orchestra program
 - a. Instructor is moving back to area, and will be available to provide lessons

- i. \$ISO/semester rate proposed, and supported by Advisory Board
- 11. Contract details addressing school-sponsored versus independent contractor were discussed
- iii. Limit classes to 5-6 students

INFORMATION ITEMS: None UPCOMING

EVENTS

- A. April 17, 18 -- School matinees of Lion King
- B. April 19-21 -- Public Performances of Lion King (tickets now available!)
- C. April 22 -- CAST fundraiser, Elks Lodge, 5:30 pm
- D. May 2 -- Spring Choir Concert
- E. May 9 -- Band Review, Sonora HS, 6 pm
- F. May 12 -- Mother Lode Roundup Parade
- G. May 16 -- Ballet Recital, 6 pm
- H. May 18 -- 8th graders to Wonder Valley
- I. May 18 -- Film Festival, back in action! 6 pm, Theater
- J. June 7 -- 8th grade graduation, 5 pm, Theater
- K. June 8 -- High School graduation, 8 pm, Stadium FUTURE

ITEMS: None

OTHER: None

MEETING ADJOURNED AT 5:10 p.111.

Notes prepared by Cindy Jensen, Secretary

Q. Connections Advisory Board Notes

CONNECTIONS ADVISORY BOARD MEETING NOTES SEPTEMBER 18, 2018

Connections Visual & Performing Arts Academy: Achieving Academic
Excellence through Artistic Expression

Meeting opened at 4:30 pm
Led by Kellene Diller (Principal)

MINUTES APPROVAL

- A. A motion to approve the April 17, 2018, minutes was made by Adam Rich, and seconded by Patti Taylor. Unanimous approval.

ACTION ITEMS:

None

DISCUSSION ITEMS

- I. Advisory Board function
 - A. Overview of Advisory Board function
 - B. Open Advisory Board member positions (five)
 - 1. Expired terms: Cindy Jensen, Patti Taylor
 - 2. Continuing second year of two-year term: Susan Florez, Adam Rich and Kathryn Johnston
 - 3. Interested in board member position: Melissa Knobloch, Lisa Cathcart-Randall, Trinity Baughn, Mark Spurrier, Cindy Jensen (one year term), and Patti Taylor (one year term)
 - a) Election will need to be held at October 16 meeting if number of interested parents exceeds number of openings
- II. Funding update
 - A. \$15,000 is available for spending (part of lottery funds)
 - B. Fund 63 can be used to pay for Siema Strings after school program
 - C. More detailed report to follow
- III. Enrollment update
 - A. 236 Connections students
 - B. 204 grade 9-12
 - C. 32 Ys % of school population
- IV. 7th-8th grade program update
 - A. 35 students enrolled 2017-2018 school year
 - B. 32 students enrolled 2018-2019 school year
 - 1. Six students placed from waitlist
 - 2. Request to open spot for twin of cmTent 8th grader
 - a) Discussion of downfall of making exception, and setting precedent for following years and recognition of special circumstances.
 - b) Seeking more information of expanding program for 2019-2020 school year to accommodate more students
- V. Substitute update
 - A. 7th-8th grade Humanities/10th grade English teacher on long-term leave
 - 1. Unable to **find** long-term sub to fill position
 - a) Position requires English credential, and includes lesson planning, grading, etc.

- VI. Sierra Strings program update
 - A. Classes are scheduled
 - I. Tuesdays: 3:30-4:30 pm 2nd-4th grade beginning violin; 4:30-5:30 pm 5th-8th grade beginning violin
 - 1. Thursdays: 3:30-4:30 high school beginning violin; 4:30-5:30 Advanced Strings Orchestra
 - B. Makena Clark is teaching class as a volunteer
 - C. Approximately 40 students are participating in program
 - D. Summerville High school is unable to charge students for classes
 - E. \$1800 donation from Front Porch to assist with funding program and purchasing violins
 - F. Working on ways to sustain the program financially
 - G. Winter orchestra concert is planned in conjunction with Summerville band concert on December 12.
- VII. "Addams Family" update
 - A. Show is currently rehearsing
 - B. Opens November 9
- VIII. Theater and tech update
 - A. Stage has been painted
 - B. Need an update on sound issues (speakers, sound boards, etc.)

INFORMATION ITEMS:

- I. Introduction of new visual arts teacher: Sarah Castle
 - A. Powerpoint presentation featuring student artwork, teaching goals, etc., with general Q&A.
- II. Superintendent of Public Instruction Tom Torlakson Summerville/Connections visit (9/21/18)
 - A. Visit will include campus tour, classroom visits, and club presentations

UPCOMING EVENTS

- I. October 26: Fall Pops Choir Concert
- II. November 2-3: Cuesta Vocal Competition
- III. November 9-10; November 15-17: Addams Family
- IV. December 12: Winter Band Concert
- V. December 19: Winter Choir Concert

FUTURE ITEMS:

- I. Spring Activities (WASC Review, Young Americans, Shakespeare Festival)

OTHER:

- I. Inquiry of looking into making parent donations via School Pay or school website (CAST, band, sober grade, etc.)

MEETING ADJOURNED AT 5:25 p.m.

Notes prepared by Cindy Jensen, Secretary

CONNECTIONS ADVISORY BOARD MEETING NOTES OCTOBER 16, 2018

Connections Visual & Performing Arts Academy: Achieving Academic
Excellence through Artistic Expression

Meeting opened at 4:30 pm

Led by Kellene Dittler (Principal)

MINUTES APPROVAL

- I. A motion to approve the September 18, 2018, minutes was made by Kathryn Johnston, and seconded by Adam Rich.
 - A. One correction to enrollment report to indicate 32 7th and 8th graders
 - B. Request to provide updated enrollment information and percentages at next meeting
 1. Unanimous approval of notes, with change

ACTION ITEMS:

- I. Advisory Board election
 - A. 1-year term (expires June 2019): Cindy Jensen, Patti Taylor
 - B. 2-year term (expires June 2020): Trinity Baughn, Lisa Cathcart Randall, and Melissa Knobloch
 - C. Continuing second year of two-year term (expires June 2019): Susan Florez, Kathryn Johnston, and Adam Rich

DISCUSSION ITEMS

- I. Theater/Speaker Update
 - A. Field and theater speakers will both be checked for efficiency
 - B. New speakers have been purchased, and will be installed after fall musical is finished
- II. Increase stipend amounts for customer and set builder
 - A. Each position is paid \$500 per show (non-salaried positions)
 - B. Van Gordon said Cynthia Doyle (costumer) estimated she works approximately 614 hours per year between three shows.
 - C. Advisory board and Gordon discussed how position compares to sports coaching times and stipends with on- and off-campus time.
 - D. Advisory Board recommends \$200 increase per show to \$700 per show
 1. Vote was tabled pending coach salary and ticket revenue review
 - a) Advisory Board would like any increases to be retroactive to first show of school year
- III. Add Music (band) Director stipend
 - A. A similar additional staff time stipend to Choral Direction and Choreography
 1. Pay same rate as Music (choral) Director stipend
 - B. Request that stipend be added to next board agenda

C. Motion made by Kathryn Johnston, seconded by Lisa Carthcart Randall

I. Unanimous agreement

INFORMATION ITEMS:

I. CASSP 2017-2018

A. Test scores were discussed

1. Request to see how CVPAA 8th grade scores compare to area K-8 schools
2. Data will be part of WASC review

II. SAT scores

A. Results were discussed

B. Discussion of SAT readiness courses being offered on Saturdays

C. Difficult to gauge preparation for SAT with low participation

- I. Test may be cost-prohibitive for some students, and is not required for Columbia College

III. AP Scores

A. Will be discussed at next meeting due to meeting end time

IV. Sub update

A. A new teacher has been hired for the remainder of the school year to teach Dewey's classes

UPCOMING EVENTS

I. Fall Pops Concert Oct. 25

II. Cuesta Vocal Competition Nov. 2-3 III. Nov.
9-10; Nov. 15-17 Addams Family

IV. Dec. 12 Winter Band Concert

V. Dec. 19 Winter Choir Concert

FUTURE ITEMS

I. Spring Activities (WASC Review, Young Americans)

II. Film program purchases

MEETING ADJOURNED AT 5:20 p.m.

Notes prepared by Cindy Jensen, Secretary

CONNECTIONS ADVISORY BOARD MEETING NOTES

NOVEMBER 28, 2018

Connections Visual & Performing Arts Academy: Achieving Academic

Meeting opened at 4:36 pm

Led by Kellene Diller (Principal)

MINUTES APPROVAL

- I. A motion to approve the October 16, 2018, minutes was made by Trinity Baughn, and seconded by Adam Rich.

DISCUSSION ITEMS

- I. AP Scores
 - A. AP Spanish showed huge improvement
 - B. AP European History had good scores
 - C. AP US History scores improved over previous year
 - D. AP Calculus and AP Physics need improvement
 - E. AP scores and data to follow
 - F. ACT scores were also reviewed
- II. Theater and tech update
 - A. Speakers have damaged components
 - I. Black Oak/Westside Sound has expert coming to check speakers
- III. Stipends for costumes and sets increase (all 3 plays) approved by Site Council and retro to Fall Musical
 - A. Site Council approved \$200 increase in stipend for costumes and sets
- IV. Fall Musical information
 - A. "Addams Family" ticket sales (Vendini) was 1,160
 1. \$4,539 in sales, not including credit card sales
 - B. "Cinderella" (fall 2017) was 1,176
- V. 7-8 Spring Musical
 - A. "Shrek" was announced as 7-8 grade musical
 - B. Parent volunteer needed to coordinate student matinees
- VI. Spring Drama Production
 - A. "Diary of Anne Frank" auditions will be held December 10
- VII. WASC Update
 - A. School in middle of accreditation process
 1. Self-study will be documented in report
 - B. Committee will have a school visit in March to meet staff and students
 - C. Sunday, March 17, will be parent reception for CVPAA Advisory Board, booster club, interested parents, etc.
 1. Parent feedback will include what is working, what needs improvement, etc.

- VIII. Music/Band director stipend for live band (Addams family) on December 12 school board agenda
- IX. Hickman Literary Conference
 - A. 23 8th graders will be attending conference in February
 - B. "Shreddennan" author will be speaker
 - C. Van Gordon will be leading an improve workshop

ACTION ITEMS:

- I. Fihn expenditures
 - A. Instructor has requested additional equipment for classes
 - I. Need newer cameras for filming
 - a) Priced at \$550 each for student use
 - b) 10 requested
 - c) Looking for educational discount, and possible Summerville Foundation Bear Grant
 - B. Instructor requested additional computers and software editing software
 - C. Need to check Connections Lottery fund and college readiness grant UPCOMING

EVENTS

- I. Winter Band Concert December 12
- II. Winter Choir Concert December 19
- III. "Diary of Anne Frank" opens February 21
- IV. Young Americans March 10-12
- V. WASC reception/parent meeting March 17, 4:00-5:00 pm

FUTURE ITEMS

- I. Possible 7-8 Program Expansion
 - A. Funding
 - B. Logistics
 - C. Staffing
 - D. Surrounding feeder schools
- II. Summerville ADA vs. CVPAA ADA

MEETING ADJOURNED AT 5:25 p.m.

Notes prepared by Cindy Jensen, Secretary

CONNECTIONS ADVISORY BOARD MEETING NOTES JANUARY 22, 2019

**Connections Visual & Performing Arts Academy: Achieving Academic
Excellence through Artistic Expression**

Meeting opened at 4:36 pm
Led by Kellene Ditler (Principal)

MINUTES APPROVAL

- I. A motion to approve the November 27, 2018, minutes was made by Patti Taylor.
 - A. No other board members present to review and approve minutes.
 - 1. Minutes will return at February 19 meeting for Advisory Board members review and approval.
 - B. Follow-up on theater speakers: Black Oak sound expert will check speakers on January 29.

DISCUSSION ITEMS

- I. Review the 7th/ 8th grade enrollment packet
 - A. Online registration won't be ready in time for applications
 - B. 90% and above attendance will need to be verified by school offices
 - C. Cell phone use in classroom, at breaks, and at lunch banned.
 - D. Immunization requirements must be met by August 1 to fulfill admission requirement
 - E. Auditions on April 6 and April 13
 - 1. Discussion about eliminating students who don't meet minimum audition requirements, and/or increase number of lottery tickets based on review of application and audition
 - F. Rubric requested to be added to application packet for parent information
 - G. Ticket allocation:
 - 1. 1 for returning applications
 - 2. 1 if in-district/staff member
 - 3. 3-7 additional tickets based on audition
 - H. Application will be available on website by January 31
 - I. 20 anticipated spots due to graduating 8th graders
- II. 7-8 Spring musical discussion tabled for time
- III. Young Americans discussion tabled for time
- IV. Spring Drama production discussion tabled for time
- V. WASC update discussion tabled for time
- VI. Sound update (see above)
- VII. Hamilton opportunity
 - A. Students' have opportunity to participate in "Hamilton" education program on April 3
 - B. Funding for transportation needed from outside donors

ACTION ITEMS:

- I. None

UPCOMING EVENTS

- I. "Diary of Anne Frank" opens February 21
- II. Young Americans March 10-12
- III. WASC reception/parent meeting March 17, 4:00-5:00 pm

FUTURE ITEMS

I. Possible 7-8 Program Expansion

MEETING ADJOURNED AT 5:30 p.m.

Notes prepared by Cindy Jensen, Secretary

R. Character Counts

CHARACTER COUNTS 2018/2019

AcctClass	Reference	Date	Description	Exp/Rec
01-0935-0-4300-00-1110-1000-0000-120	8G-000000	7/1/2018	BUDGET	\$ 2,500.00
01-0935-0-4300-00-1110-1000-0000-120	PO-190005	7/26/2018	AMOS SCREEN PRINT & EMBROIDERY 11782 CHARACTER COUNTS TSHIRTS Ve:001952 Wr:77301783	\$ 491.63
01-0935-0-4300-00-1110-1000-0000-120	PV-190359	10/4/2018	CARDMEMBER SERVICE CO BOXED/CHARACTER COUNTS SUPPLY Ve:001297 Wr:77304199	\$ 75.95
01-0935-0-4300-00-1110-1000-0000-120	PV-190488	11/1/2018	CARDMEMBER SERVICE CO CHARACTER COUNTS SUPPLIES Ve:001297 Wr:77305375	\$ 299.00
01-0935-0-4300-00-1110-1000-0000-120	PV-190661	12/6/2018	CARDMEMBER SERVICE CO CHARACTER COUNTS SUPPLIES Ve:001297 Wr:77306595	\$ 237.34
01-0935-0-4300-00-1110-1000-0000-120	PV-190725	12/20/2018	STAPLES CREDIT PLAN INC CHARACTER COUNTS SUPPLIES Ve:064517 Wr:77307181	\$ 25.85
01-0935-0-4300-00-1110-1000-0000-120	PV-190758	1/3/2019	CARDMEMBER SERVICE CO CHARACTER COUNTS SUPPLIES Ve:001297 Wr:77307396	\$ 147.66
01-0935-0-4300-00-1110-1000-0000-120	PO-190104	1/24/2019	AMOS SCREEN PRINT & EMBROIDERY 12703 CHARACTER COUNTS TSHIRTS Ve:001952 Wr:77308147	\$ 532.60
01-0935-0-4300-00-1110-1000-0000-120	PV-190893	1/31/2019	CARDMEMBER SERVICE CO CHARACTER COUNTS SUPPLIES Ve:001297 Wr:77308382	\$ 248.41
				\$ 2,475.06

SUMMERVILLE UNION HIGH SCHOOL DISTRICT

01	0935	0	4300	00	1110	1000	0000	120	\$	2,500.00	CHARACTER COUNTS-\$2,000
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Prepared by:
Jessica Lozoya

0935 - PROF DEVELOPMENT

3/13/2019
2018-2019 ORIGINAL BUDGET

Summerville Union High School

Character Council

Promoting and Fostering Good Character

CHARACTER COUNTS NOMINATION FORM

TRUSTWORTHINESS RESPECT RESPONSIBILITY FAIRNESS CARING CITIZENSHIP

*Please circle the above character trait this student displayed that prompted you to nominate him or her as an example of what it means to have good character.

Student Name: _____

Grade: _____

How the student displayed this trait: _____

Award Presenter: _____ Date: _____

2017-2018 Character Count Luncheon Recipients

1st Luncheon	2nd Luncheon	3rd Luncheon	4th Luncheon	5th Luncheon	End of year Luncheon		
David Jones	Isabella Cardwell	Karina Herrera	Hayden Oakes	Natalie Phillips	Szisi Hites	Natalie Phillips	Dorian Abare
Makayla Fowler	Chris Moore	Macy Dubbs	Tyler Bryant	Savannah Egger	Zane Roberts	Claire Caldera	Ben Larsen
Madison Hunt	Madison Hunt	Isabella McMahon	Stephany Randall	Hannah Clardy	Corbin Vincent	Alea Lund	Abby Clark
Hailey Kampe	Jacob Thomas	Abbigail McCarver	Justin Roberts	Della Rico	Kyle McCarver	Sabrina Jensen	Courtney Wyhlidko
Lauren Cravey	Abby Clark	Sammy Engle	Lauren Cravey	Leo Coyan	Tarren Hyde	Connor McGee	Allison Slater
Abbigail McCarver	Adam Johnson	Camryn Henley	Rory Kerr	Bishop Wilbur	Martin Kokovec	Paul Bruce	Emili Rico
Kadryn Kiernan	Cooper Garman	Kaydee Saito	Jacob Thomas	Isaac Torres	Jason Vaccarezza	Jordan Craddox	
Isaac Torres	Mike Taylor	Jonathan Talavera-Dean	Jordyn Marquez	Cameron Trail	Savannah Egger	Bella Houston	
Paul Quirie	Havi Stewart	Robert Bell/Bollinger	Ian Crauthers	Neilson Holland	Alexis Wilson	Bethany Mckinstry	
Logan Conklin	Kyle Grauberger	Denzal Miller	Gabby Infelise	Macy Michtavy	Charlie Bendix	Emma Parola	
Blance Nieves	Arianna Hertz	Cole Moss	Candace Olsen	Naomi Rodgers	Edena Raphael	Maya Tandy	
Marcus Warnock	Caleb Larson	Michael Litzler	Logan Peck	Heather Potts	Kailee Salsedo	Titus Shirley	
	Savannah Mangrum		Jonah Webster	Julian Petty	Mika Taylor	Isaac Self	
			Kyle Ross		Kiara Coleman	Mayleen Bullock	

2018-2019 Character Count Luncheon Recipients

1st Luncheon	2nd Luncheon	3rd Luncheon	4th Luncheon	5th Luncheon	End of year Luncheon		
Trey Wise	Ashleigh Esquivel	Savannah Mangrum					
Jordyn Marquez	Jacob Renteria	Joseph Fitzgerald					
Daniel Kelsay	James Richardson	TJ Bryant					
Lyannea Uhl	Katie Gambino	Jayden Uhl					
Kathy Horak	Dominic Berger	Hannah Clardy					
Leo Coyan	Jaime Macdonald	Brenda Pike					
Aurora Lomas	Aubreanna McNamara	Richard Pierce					
Forrest Marion	Erica Dubner	Madison Holste					
Taylor Johnson	Anika Knowles	Tori Young					
Charlie Olsen	Pierce Carlson	Robert Carrigan					
Dean Taylor	Paul Quirie	Morgan Heisler					
Charlie Olson		Mayleen Bullock					
Erica McCutchen							



Summerville Union High School
 17555 Tuolumne Road
 Tuolumne, CA 95379
 (209) 928-4228
www.summbears.k12.ca.us

CHARACTERCOUNTS!

January 11, 2019

Mr. Sweitzer, Deputy Principal: Welcome and Introduction of **CHARACTERCOUNTS!**

Students begin with food followed by guests and staff.

Mr. Sweitzer, Deputy Principal: Introduction of staff members and students:

<u>Staff Member</u>	<u>Student</u>	<u>Pillar</u>
Nichole Markle	Savannah Mangrum	Citizenship
Nichole Markle	Joseph Fitzgerald	Responsibility
Trichelle Clark	TJ Bryant	Citizenship/Caring
Trichelle Clark	Jayden Uhl	Citizenship/Caring
Mitchell Nihonyanagi	Hannah Clardy	Respect/Citizenship
Mitchell Nihonyanagi	Brenda Pike	Respect/Citizenship
Ben Orr	Richard Pierce	Caring/ Citizenship
Ben Orr	Madison Holste	Caring/Citizenship
Steve Sweitzer	Tori Young	Responsibility
Steve Sweitzer	Robert Carrigan	Responsibility
Jessica Kenitzer	Morgan Heisler	Caring
Cindy Woodbury	Mayleen Bullock	Citizenship/Responsibility/ Respect



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CHARACTERCOUNTS!

December 21, 2018

Jayden Uhl:

We are pleased to invite you to the **CHARACTERCOUNTS!** Luncheon scheduled on Friday, January 11th, at 12:45pm to be held in the staff room on the Summerville High School campus. This luncheon is to honor those students, staff, and citizens who have exhibited stellar behavior, exemplifying the six pillars of **CHARACTERCOUNTS!:** **Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.**

We, the Character Council and the Summerville Union High School District, strongly believe in CC! and “creating a climate where good character thrives due to consciousness of, commitment to, and competency in ethical behavior” (CC!).

Please confirm your attendance by phone, 209-928-4228 extension 221 or email, jdahl@summbears.net on or before January 9th, 2018.

If you have any questions regarding the **CHARACTERCOUNTS!** Luncheon, please contact Mr. Sweitzer, Deputy Principal, at 209-928-4228 extension 228.

We certainly look forward to your presence at this special occasion!

Sincerely,

Character Council Members



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CHARACTERCOUNTS!

December 21, 2018

Mr. Sweitzer,

We are pleased to invite you to the **CHARACTERCOUNTS!** Luncheon scheduled on *Friday, January 11th, 2018* to be held in the staff room on the Summerville High School campus. This luncheon is to honor those students, staff, and citizens who have exhibited stellar behavior, exemplifying the six pillars of **CHARACTERCOUNTS!:** **Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.**

We, the Character Council and the Summerville Union High School District, strongly believe in CC! and "creating a climate where good character thrives due to consciousness of, commitment to, and competency in ethical behavior" (CC!).

You will be presenting for Tori Young and Robert Carrigan.

We certainly look forward to your presence at this special occasion!

Sincerely,

Character Council Members



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CHARACTERCOUNTS!

February 22, 2019

Ms. Garcia, Room 705:

Please allow Jasmine Somosot to attend the **CHARACTERCOUNTS!** luncheon held in the Staff Lounge in her honor.

This luncheon is to honor those students, staff, and citizens who have exhibited stellar behavior, exemplifying the six pillars of **CHARACTERCOUNTS!:** **Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.**

Release time is twelve forty five. (12:45).

Please send this request with the student as it is her ticket to the luncheon.

S. CAASP 2018- 2017-2016

CAASP 2018 English Language Arts/ Literacy

District

Summerville

Connections

Sonora

California

students enrolled:

132

80

45

227

468,461

students tested:

129

77

45

224

440,132

Mean Scale Score:

2596

2572.9

2653.1

2638.8

2592.4

Standard Exceeded: Level 4

23.26%

11.69%

46.67%

38.39%

25.59%

Standard Met: Level 3

36.43%

33.77%

40.00%

36.61%

30.37%

Standard Nearly Met: Level 2

20.16%

31.17%

4.44%

16.07%

22.18%

Standard Not Met: Level 1

20.16%

23.38%

8.89%

8.93%

21.85%

MATHEMATICS

Overall Achievement

of students enrolled:

132

80

45

226

468,461

students tested:

128

76

45

223

438,591

Mean Scale Score

2550.8

2520.8

2612.6

2579

2561.4

Standard Exceeded: Level 4

7.81%

2.63%

17.78%

12.11%

12.89%

Standard Met: Level 3

20.31%

17.11%

26.67%

25.11%

18.48%

Standard Nearly Met: Level 2

27.34%

23.68%

33.33%

27.80%

22.84%

Standard Not Met: Level 1

44.53%

56.58%

22.22%

34.98%

45.78%

CAASP 2017

English Language Arts/ 11th grade

District

Summerville

Connections

Sonora

California

students enrolled:

191

121

57

205

474,357

students tested:

177

113

55

204

444,860

Mean Scale Score:

2604.1

2584.4

2663.4

2648

2602.5

Standard Exceeded: Level 4

29.94%

21.24%

50.91%

43.14%

27.72%

Standard Met: Level 3

29.94%

30.09%

32.73%

34.31%

32.04%

Standard Nearly Met: Level 2

21.47%

25.66%

12.73%

12.25%

21.34%

Standard Not Met: Level 1

18.64%

23.01%

3.64%

10.29%

18.91%

MATHEMATICS

Overall Achievement

of students enrolled:

191

121

57

204

474,357

students tested:

178

114

55

201

443,213

Mean Scale Score

2545.6

2528.6

2598.5

2592.9

2565

Standard Exceeded: Level 4

6.74 ~~20.22%~~

5.26%

10.91%

14.43%

12.92%

Standard Met: Level 3

20.22 ~~24.72%~~

14.91%

34.55%

30.85%

19.22%

Standard Nearly Met: Level 2

24.72 ~~48.64%~~

27.19%

18.18%

21.89%

23.64%

Standard Not Met: Level 1

48.31 ~~44.53%~~

52.63%

36.36%

32.84%

44.22%

CAASP 2016
English Language Arts/ 11th grade

District	Summerville	Connections	Sonora	California
# students enrolled:	125	76	43	215
# students tested:	115	70	39	214
Mean Scale Score:	2641.8	2614.6	2700.3	2631.4
Standard Exceeded: Level 4	41.00%	30.00%	63.00%	34.00%
Standard Met: Level 3	30.00%	33.00%	26.00%	38.00%
Standard Nearly Met: Level 2	18.00%	21.00%	8.00%	19.00%
Standard Not Met: Level 1	11.00%	16.00%	3.00%	9.00%

MATHEMATICS

Overall Achievement

# of students enrolled:	125	76	43	215
# students tested:	114	70	39	213
Mean Scale Score	2586.3	2561.5	2645.9	2581.2
Standard Exceeded: Level 4	12.00%	6.00%	24.00%	13.00%
Standard Met: Level 3	28.00%	26.00%	37.00%	24.00%
Standard Nearly Met: Level 2	26.00%	26.00%	26.00%	25.00%
Standard Not Met: Level 1	35.00%	43.00%	13.00%	39.00%



College Readiness Letter for: SUMMERVILLE UNION HIGH SCHOOL

October 17, 2018

Code: 053560

PRINCIPAL
SUMMERVILLE UNION HIGH SCHOOL
17555 TUOLUMNE RD
TUOLUMNE, CA 95379



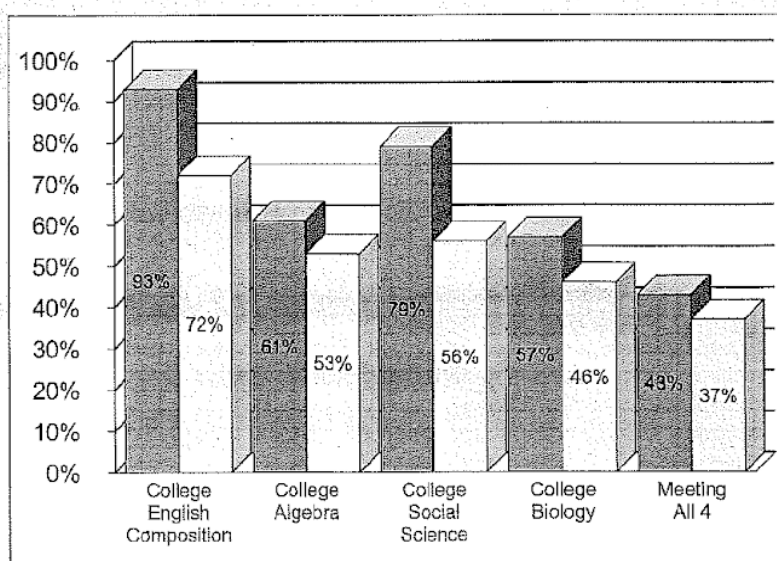
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2014	18	113,732	24.8	21.8	23.4	22.8	26.1	22.3	23.8	21.7	24.7	22.3
2015	24	121,815	22.4	22.1	22.0	22.7	23.3	22.6	21.3	22.0	22.3	22.5
2016	29	127,225	23.8	22.1	23.1	22.7	25.5	22.9	23.5	22.1	24.1	22.6
2017	18	130,665	24.7	22.5	21.9	22.7	23.9	23.1	22.3	22.2	23.3	22.8
2018	28	118,521	25.3	22.5	22.5	22.5	26.5	23.0	22.8	22.1	24.4	22.7

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

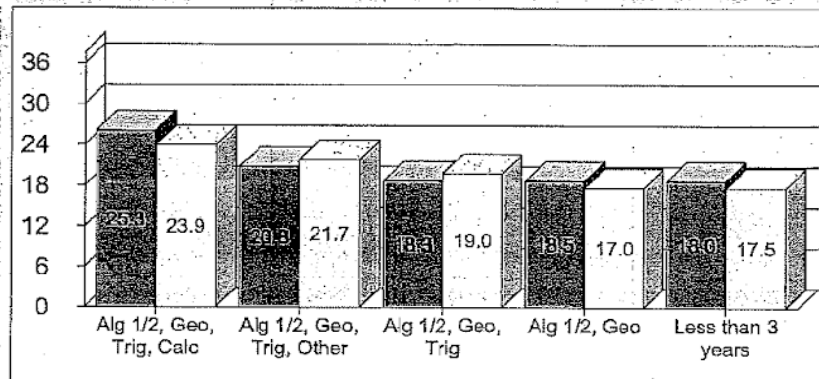
■ Your School
□ State

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: SUMMERVILLE UNION HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

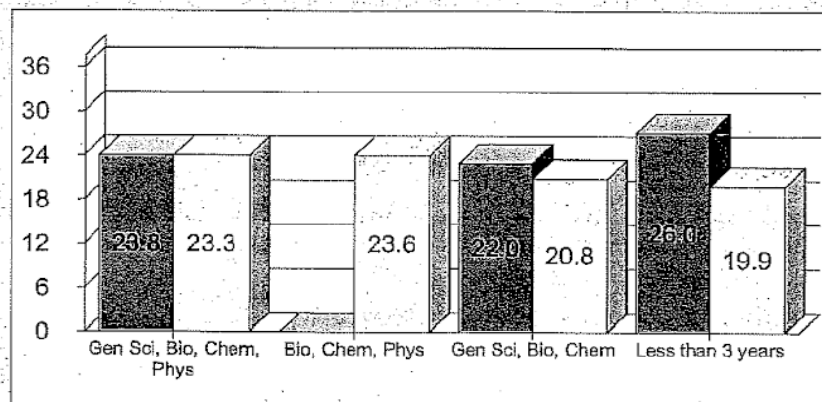


Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

■ Your School
□ State

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

■ Your School
□ State

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

	TOTAL DISTRICT	Summerville HS	CVPAA	Home & Hosp	SDC	Cold Springs	Mountain	South Fork	Ind Study	Long Barn (cont.)
11/9/18	614	328	231	0	15	2	2	5	26	5
11/10/17	666	377	222	3	17	3	3	3	28	10
Difference:	-52	-49	9	-3	-2	-1	-1	2	-2	-5

8/20/18-11/9/18 (57 days)

Grade Level	Summerville	CVPAA	Home Hospital	SDC	ISP	Cold Springs	Mountain High	South Fork	Long Barn	TOTAL DISTRICT
7	0	10	0	0	0	0	0	0	0	10
8	0	22	0	0	0	0	0	0	0	22
9	88	65	0	6	0	0	0	1	0	160
10	90	45	0	5	4	0	1	2	0	147
11	90	47	0	3	6	1	0	0	2	149
12	60	42	0	1	16	1	1	1	4	126
Total	328	231	0	15	26	2	2	4	6	614
ADA %	95.45%	96.79%		91.43%	96.06%	79.85%	100.00%	78.83%	75.00%	
ADA	317.91	225.58		12.54	21.37	1.88	2	3.07	3.95	

T. Professional Development Calendar 2018-2019

Professional Development Calendar 2018-2019

August August August August August

16 Thursday
17 Friday
20 Monday
21 Tuesday
28 Tuesday

Buy Back Day PD Buy Back Day PD Staff PD

Staff PD and Teacher Preparation Time

PLC Data review

Aug. 2 - June 5 Wednesdays Prep Period (2:05 - 3:05)

September September September September

October October October October

November November November

December December

January January January January

February February February February

March March March March

April April April April April

May May May May

June

4 Tuesday

11 Tuesday

18 Tuesday

25 Tuesday

2 Tuesday

9 Tuesday

16 Tuesday

23 Tuesday

6 Tuesday

13 Tuesday

27 Tuesday

4 Tuesday

11 Tuesday

8 Tuesday

15 Tuesday

22 Tuesday

29 Tuesday

5 Tuesday

12 Tuesday

19 Tuesday

26 Tuesday

5 Tuesday

12 Tuesday

19 Tuesday

26 Tuesday

2 Tuesday

9 Tuesday

16 Tuesday

23 Tuesday

30 Tuesday

7 Tuesday
14 Tuesday
21 Tuesday
28 Tuesday
4 Tuesday

Prep Period Staff Meeting Prep Period

Focus Group *Review and analyze survey data, AP test results, and A-G completion*

Focus Groups *Apply 9/25 data analysis findings to focus area indicators & prompts*

Staff Meeting *WASC progress discussion in Library*

Focus Groups *Review and analyze survey data, CAASPP, SAT, ACT, & PSAT data*

Apply 10/16 data analysis findings to focus area indicators & prompts

Focus Group *Summary of critical teaming needs, drafts (Ch. III, IV)* **Staff Meeting** *WASC Action Plan discussion and work time in Library* **Focus Group** *Action plan revision, targets, draft.*

Prep Period *Read, revise*

Staff Meeting *To be determined WASC*

Focus Group *To be determined WASC*

Staff Meeting *Final Review of WASC report for January 18th submission deadline*

Prep Period PLC

Prep Period Staff Meeting Prep Period PLC

Prep Period Staff Meeting Prep Period PLC

Prep Period Staff Meeting Prep Period PLC

Prep Period

Prep Period Staff Meeting Prep Period Prep Period

Prep Period

Focus Group Minutes

Tuesday, September 25, 2018

Focus Group: A In attendance:

Tom Dibble, Michelle Hightower

Tasks:

1. Review of Survey Data, AP test scores, and A-G completion rates
 - a. Identify school strengths and weaknesses as identified in the surveys and as evidenced in test results and A-G completion rates

- b. Outline (via Google Docs) your identified strengths and weaknesses and share with the WASC leadership team (Amy Peterson, Brooke Hallinan, Kellene Ditler, Steve Sweitzer, Daniel Atkins, and Jennifer Osterhout)

I. Strengths from Focus Group A survey questions

- a. Students
 - 1. Questions 1, 2, 3, 4, 5
- b. Parents
 - 1. Questions 8, 9
- c. Teachers
 - 1. Questions 1, 3
- d. Classified
 - 1. Questions 1, 3, 5, 8

2. Weaknesses from Focus Group A survey questions

- a. Students
 - 1. Questions 6, 9
- b. Parents
 - 1. Questions 5, 6, 12
- c. Teachers
 - 1. Questions 6, 8, 9
- d. Classified
 - 1. Question 7 (only one with a disagree)

8/28/18 PLC/WASC Focus Group Meeting

WASC Focus Group Category (A B C D E): Topic: *Category 8: Standards-based Student Learning: Curriculum*

Focus Group Lead(s): _Karen Wessel

Agenda:

- 1. Review data collected and data needed to analyze focus area. Designate persons responsible for data collection. Finalize survey questions for each stakeholder group: students, staff, parents.
- 2. Forward questions to Kellene.
- 3. Collect all data prior to September 25 Focus Group meeting/data analysis.

Meeting Notes:

Data we need to collect:

Tech survey from last year

% of students taking advantage college courses?

% of kids in AP classes

% of students in CTE

Implementation of new standards - progress

of PLC days a year

What new courses have we added since last WASC? Post high school data?

Dashboard data

Here are some survey questions we came up with. They will need to be refined.

Parents-

1. Does SHS offers enough challenging courses (AP?)
2. Does SHS offer enough CTE courses/vocational (career readiness) courses?
3. What types of CTE/vocational electives would you like to see offered at SHS?
4. Are you aware of the Early College course offerings through Columbia Community College?
5. Do you feel there is enough collaboration between your student, staff and yourself in their academic goals?
6. How easy is it for your student to access course materials outside of school?

Focus Group Agenda

Tuesday, September 25, 2018

Focus Group Agenda

Tuesday, September 25, 2018

Focus Group: A B **C** D E

In attendance:

<u>Erica Dubner</u>	<u>Jen Osterhaut</u>	<u>Tami Warnock</u>
<u>Jordan Brull</u>	<u>Trichelle Clark</u>	<u>Sean Lillie</u>
<u>Paige Garcia</u>	_____	_____

Materials for today's tasks have been distributed to Focus Group Leads:

1. Teacher, classified staff, parent and student surveys (x2 per group)

- a. Questions have been labeled A-E to help you concentrate on your specific focus area!

2. AP test results (x2 per group)
3. A-G completion rates (x2 per group)

Tasks:

1. Review and discussion of WASC completion timeline
 - a. Focus group roles and expectations
 - b. Tasks to be completed
2. Review of Survey Data, AP test scores, and A-G completion rates
 - a. Identify school strengths and weaknesses as identified in the surveys and as evidenced in test results and A-G completion rates
 - b. Outline (via Google Docs) your identified strengths and weaknesses and share with the WASC leadership team (Amy Peterson, Brooke Hallinan, Kellene Ditler, Steve Sweitzer, Daniel Atkins, and Jennifer Osterhout)

Next steps:

1. **October 2 Focus Group:** Based on these results, focus groups will be connecting findings to focus area indicators and evaluating to what degree each area is being addressed and/or implemented in our district.
2. **October 9 Staff Meeting:** WASC progress discussion in Library.
3. **October 16 Focus Group:** Review and analyze CAASPP, SAT, ACT, and PSAT test results.

Group C Strengths and Weaknesses

Strengths	Weaknesses
C1.1 The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.	C1.3 The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.
C2.2 Teachers facilitate learning as coaches to engage all students.	C2.1 Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.
C2.5 Students use technology to support their learning.	C2.7 All students have access to and are engaged in career preparation activities.

8/28/18 PLC/WASC Focus Group Meeting

WASC Focus Group Category (A B C D E): Topic: **Category B: Standards-based Student Learning: Curriculum**

Focus Group Lead(s): _Karen Wessel

Agenda:

1. Review data collected and data needed to analyze focus area. Designate persons responsible for data collection. Finalize survey questions for each stakeholder group: students, staff, parents.
2. Forward questions to Kellene.
3. Collect all data prior to September 25 Focus Group meeting/data analysis.

Meeting Notes:**Data we need to collect:**

Tech survey from last year

% of students taking advantage college courses?

% of kids in AP classes

% of students in CTE

Implementation of new standards - progress

of PLC days a year

What new courses have we added since last WASC? Post high school data?

Dashboard data

Here are some survey questions we came up with. They will need to be refined.**Parents-**

1. Does SHS offers enough challenging courses (AP?)
2. Does SHS offer enough CTE courses/vocational (career readiness) courses?
3. What types of CTE/vocational electives would you like to see offered at SHS?
4. Are you aware of the Early College course offerings through Columbia Community College?
5. Do you feel there is enough collaboration between your student, staff and yourself in their academic goals?
6. How easy is it for your student to access course materials outside of school?

Focus Group Agenda

Tuesday, October 2, 2018

Focus Group:

In attendance:

<u>Brooke</u>	<u>Cindy</u>	<u>Not There: Kamada</u>
<u>Andrea</u>		<u>Snitzer</u>
<u>Douglas</u>		

Materials for today's tasks have been distributed to Focus Group Leads:

1. Indicator/prompt digital template (Focus Group Leads have this!)
2. Data and notes from Sept. 25 meeting

Tasks:

1. Review the indicators for your focus area.
2. Consider which indicators can be addressed (based on findings/data from Sept. 25 Focus Group meeting)
3. Evaluate to what degree each of these indicator is being addressed and/or implemented in our district.
4. Draft responses to prompts that relate to findings

Next steps:

1. **October 9 Staff Meeting:** WASC progress discussion in Library.
2. **October 16 Focus Group:** Review and analyze CAASPP, SAT, ACT, and PSAT test results.

Focus Group Agenda Tuesday, October
16, 2018

Focus Group: B In attendance:

Karen Wessel, Kathy Horak, Fatima Craddock, Amy Dieste, Daniel Atkins, Sarah Castle, Julie Battle

[Link to our Indicator/Prompt template](#)

Materials for today's tasks have been distributed to Focus Group Leads:

1. Indicator/prompt digital template (Focus Group Leads have this!)
2. Data and notes from Oct. 2 meeting
3. CAASPP scores (Focus Group Leads have this!)
4. SAT scores (Focus Group Leads have this!)

Tasks:

1. Revisit the indicators for your focus area.
2. Review the test data
3. Evaluate to what degree each of these indicator is being addressed and/or implemented in our district.
4. Begin drafting responses to prompts that relate to findings

Next steps:

1. 10/23/18 Focus Group meeting:
 - a. Finish drafting responses to findings (on 10/16/18) as they apply to data reviewed.
 - b. Brainstorm information needed to finish addressing indicators and prompts for assigned focus area and forward needed information to leadership team.
2. 10/6/18 Focus Group meeting
 - a. Finish drafting responses to all focus area prompts (use data provided by leadership team per request)
 - b. Identify strengths and weaknesses within assigned focus area.
 - c. Identify critical learning needs and draft statements

**Focus Group Agenda Tuesday,
October 16, 2018**

Focus Group:

In attendance:

Paige Garcia / Trichelle Clarke
Tami Warnock / Kelley Kerns
Jordan Brull / Sean Lillie
Jen Osterhout

Materials for today's tasks have been distributed to Focus Group Leads:

1. Indicator/prompt digital template (Focus Group Leads have this!)

2. Data and notes from Oct. 2 meeting
3. CAASPP scores (Focus Group Leads have this!)
4. SAT scores (Focus Group Leads have this!)

Tasks:

1. Revisit the indicators for your focus area.
2. Review the test data
3. Evaluate to what degree each of these indicator is being addressed and/or implemented in our district.
4. Begin drafting responses to prompts that relate to findings

Next steps:

1. 10/23/18 Focus Group meeting:
 - a. Finish drafting responses to findings (on 10/16/18) as they apply to data reviewed.
 - b. Brainstorm information needed to finish addressing indicators and prompts for assigned focus area and forward needed information to leadership team.
2. 10/6/18 Focus Group meeting
 - a. Finish drafting responses to all focus area prompts (use data provided by leadership team per request)
 - b. Identify strengths and weaknesses within assigned focus area.
 - c. Identify critical learning needs and draft statements

WASC MEETING NOTES 10/16:

Hard to determine quantifiable data from looking at test scores/how test scores are affected by school culture.

Looking at CAASP scores for LNmath we noticed some significant jump in students taking the CAASP in 2017. Also included was students at the necessary small schools.

PSAT/SAT test scores. Is there a sense of school pride associated with high test scores. A-G requirements being met but not equal numbers of students taking PSAT/SAT/ACT

If we increased the numbers of students taking tests, would the test scores go up? How do we encourage students to take some of these tests to help them determine if they feel like they are "smart enough" to go on to a 4-year school.

o Working on strategies to improve AP test scores. Offering elective AP intensive classes to help students answer the tough questions from AP classes that cannot be answered during the regular class period.

Students who have attended other high schools have discovered that Summerville offers more rigorous academic instruction.

Has the schedule change/# of weekly student contacts helped with improving test scores?

Not necessarily

With students, it is a semi chaotic schedule

All feel that it is difficult to get started and really "dig in" to a lesson on a C day. o How does the workload have a negative impact on student culture.

Students have a difficult time being social with other students and participating in activities that allow them to grow socially and do the things that make high school "fun" especially students involved in ASB and other student activity clubs who are setting up dances/cleaning up dances/it takes some of the enjoyment of the activity.

Spend a little more time in early high school years going over life skills so students can maximize time spend working on "real-world" skills and practice them through their high school years. Practicing as they move through high school.

Does the school have processes in place for involving more of the stakeholders of Summerville?

Adding more support for foreign exchange students. Safety plan/discipline matrix/school cleanliness

School Culture demonstrates caring/concern for all students. Atmosphere of trust/respect and professionalism.

How has the administrative turnover had an effect on overall school culture. Grand changes in admin in ONE year with changes of Superintendent/principal/GLC/Maintenance Director/Transportation Director/Athletic Director ALL AT ONCE.

All of the stakeholders have a responsibility to bring all new members to operating on the same page. COMMUNICATION between each of the departments is the main key to success. As we build our staff encouraging teachers to put heart and soul into the job they do. We have a great, hard-working staff.

Focus Group Agenda Tuesday, October 16, 2018

Focus Group:

In attendance:

Not here:

Materials for today's tasks have been distributed to Focus Group Leads:

1. Indicator/prompt digital template (Focus Group Leads have this!)
2. Data and notes from Oct. 2 meeting
3. CAASPP scores (Focus Group Leads have this!)
4. SAT scores (Focus Group Leads have this!)

Tasks:

1. Revisit the indicators for your focus area.
2. Review the test data

3. Evaluate to what degree each of these indicator is being addressed and/or implemented in our district.
4. Begin drafting responses to prompts that relate to findings

Next steps:

1. 10/23/18 Focus Group meeting:
 - a. Finish drafting responses to findings (on 10/16/18) as they apply to data reviewed.
 - b. Brainstorm information needed to finish addressing indicators and prompts for assigned focus area and forward needed information to leadership team.
2. 10/6/18 Focus Group meeting
 - a. Finish drafting responses to all focus area prompts (use data provided by leadership team per request)
 - b. Identify strengths and weaknesses within assigned focus area.
 - c. Identify critical learning needs and draft statements

**Focus Group Agenda Tuesday, October 23,
2018**

Focus Group:

In attendance:

Karen Wessel, Daniel Atkins, Amy Dieste, Sarah Castle, Kathy Horak, Julie Battle, Fatima Craddock

Tasks:

1. Finish drafting responses to findings (on 10/16/18) as they apply to data reviewed.
2. Brainstorm information needed to finish addressing indicators and prompts for assigned focus area and forward needed information to leadership team.

Next steps:

- I. 11/6/18 Focus Group meeting
 - a. Finish drafting responses to all focus area prompts (use data provided by leadership team per request)
 - b. Identify strengths and weaknesses within assigned focus area.
 - c. Identify critical learning needs and draft statements

Focus Group Agenda Tuesday, October 1-623, 2018

Focus Group:

In attendance:

Evoke	Cindy J.	
Andrea		
Steve		
Douglas		
Charles		

Tasks:

1. Finish drafting responses to findings (on 10/16/18) as they apply to data reviewed.
2. Brainstorm information needed to finish addressing indicators and prompts for assigned focus area and forward needed information to leadership team.

Next steps:

1. 11/6/18 Focus Group meeting
 - a. Finish drafting responses to all focus area prompts (use data provided by leadership team per request)
 - b. Identify strengths and weaknesses within assigned focus area.
 - c. Identify critical learning needs and draft statements

Welcome Back! **2018 Buy Back Days Agenda**

Thursday, August 16, 2018

8:00	Breakfast
8:30	Welcome
8:45	Kick off WASC Review (Terry Clark, former high school principal and WASC coordinator)
10:00	WASC Review (Groups to Michelle Dake for signing contracts)
10:30	Break
10:45	Continue WASC Review
12:00	Lunch on your own
1:00	Data Gathering and WASC focus group time.
3:00	Sign out in the library

Friday, August 17, 2018

8:00	Breakfast
8:30	WASC Data Review and Planning: Create Survey Questions
10:30	Break
10:45	WASC Data Review and Planning: Survey Preparation
12:00	Hosted Lunch, Bear Rock Cafe. Thank you Summerville Foundation!
1:00	WASC timeline and agendas
3:00	Sign out-library

Summerville Union High School District

Back to School Agenda, August 20 & 21, 2018

Monday, August 20: Teaching Staff

- | | |
|---------------|--|
| 8:00 AM | Welcome Back! Lite breakfast
Michael's words of wisdom! |
| 8:20 | What's new in the, "Land of the Free, Home of the Bears" -Kellene |
| 8:30-9:30 | Suicide Prevention training - Norma Wallace |
| 930 | "Setting the tone" for the year!
-classroom management
-rules and behavior expectations posted, reviewed
and <i>followed consistently</i>
-consequences and positive outcomes explained
-communication protocols
Teacher-student
Teacher-parent
Teacher-parent-GLC |
| 10:00 - 10:15 | Break |
| 10:15 | "Housekeeping" and Office procedures -Kellene
-office information (courtesy of Shari)(HO)
-field trips (H/O)
-staff meeting/PLC calendar (H/O)
-duty hours sign up (tomorrow)
-mobile phone number update (list circulating)
-syllabi and classroom management policies (due 8/24).
-movies in class
-keep students in class |
| 10:45 | Library and iPad update -Trichelle |
| | Sub requests -Trichelle |
| 11:00 | Teachers to Gym for yearbook pictures! |
| 11:30 | 2018-19 school year focus:
-differentiated instruction lessons accessible to all learners
-RTI2 level 1, 2, 3
-make each lesson count! Learning Objectives (standards driven) posted for each lesson (WASC visit will be looking for this!) |

12:00 Lunch (on your own)
 1:00 PM Special Education refresher -Jen
 -IEP/504/SST attendance expectations
 -Classroom accommodations (IEP-at-a-glance folders coming soon)
 -classroom aides (Laci and Annelise)
 -case manager communication protocols
 1:30 PM Work in classrooms!!
 3:00- 3:15 Sign out in library
 5:00 **Join us for the new student BBQ in front of the Cafe!**

**** BRING your calendars tomorrow to sign up for your duty hours!!!**

Tuesday, August 21st, 2018

8:00 AM Breakfast
 8:30 Bill Caldera First Aid/CPR training
 (break)
 10:30 Brian Thomas w/TCSOS new website overview
 10:50 Bear Grant opportunities and process
 11:00 Martha Stolp w/TCSOS
 -Glucagon injection, EpiPen, and seizure training
 11:30 Hosted lunch, Bear Rock Cafe'
 -Years of Service awards

 12:30-3:00 Mandated training online, Tuolumne JPA rep. (list from Kristi)
 -staff who *have completed* the trainings may work in classrooms
 -staff who *have not completed* trainings will complete in library
 -sign out in library between 3:00 and 3:15

 1:30 New classified staff orientation

 2:00 New staff meet with Tom Dibble, Kevin Townsend (CFT & CSEA union presidents)

V. Online Learning

Guidelines for Online Learning Class

Grades 10, 11, 12

Can be used for credit recovery or enrichment

Grade in class will be based on participation, progress towards course completion

Students will earn 5.0 credits for class, and credit earned through online learning

District will pay \$30 of cost for BYU online classes

Student is responsible for health fee for community college classes

Student cannot take a class in place of current or future graduation requirement, unless it is more challenging than what is offered on campus.

If student is participating in an online class through Early College, they may enroll in this class, if the class period that it is offered works in the student's schedule. If it does not work in their schedule, the student may modify their class schedule to be off campus for Early College.

Online Learning



Online Learning is a course developed to meet the needs of students that strive to take online courses not offered at Summerville, are taking online Columbia College courses, or need credit recovery courses. It is structured such that students have time to complete online course work based on a timeline that is appropriate for each student. Students will receive a grade for the online course for which they are enrolled, as well as a grade for elective credits at Summerville.

Expectations

- Students will be expected to be on time with all materials needed to complete their online course.
- No talking...NONE. This is an independent study class.
- Students will not be given passes out of class before 30 minutes of the class has passed, and only as needed. If passes are being abused you will lose your right to leave class during the period.
- Only one person at a time will be allowed out on a pass. Please sign out when you leave and sign back in when you return.

Upon Completion of Online Course

- Students will be required to sign up for another online course or use the remaining time in class as a study skills period. This is at the teacher's discretion. Class time must be used for academic purposes.

Evaluation

Students will earn 10 points per day based on the following:

- Being in class on time
- Being prepared
- Using time effectively
- Being cooperative and respectful
- Completion of daily study log
- An unexcused absence or a cut will receive a zero for the day.

Progress Check

- A progress check grade will be given every Monday. You must successfully complete your progress goal for the week to earn 100% of the points.

IMPORTANT

Once you and your parent or guardian have read and understand the syllabus, please fill out and submit the "Class Syllabus Agreement". It can be found at the following address:

<http://follow.to/SylAgreement18> (case sensitive)

APEX Best Practices for Student Success

Prepare for Success

Before beginning a course, successful students have access to the following resources:

- Computer and internet access.
- Course Materials- printer, paper, binder, calculator, some novels.
- Phone number(s) (to ISP Building: (209)928-4228 ext. 250) (to Mrs. Dyer's cell phone, use Remind APP) and email address (ddyer@summbears.net) for Mrs. Dyer.
- Course start and end dates. (All courses are 3 weeks long. This equals a 1 semester course, 5 credits).

Beginning the Course/During the Course

In the first week of a course, successful students:

During the course, successful students:

- Prepare a space to complete work.
- Begin the course as soon as the course is scheduled to begin.
- Always disable the pop-up blocker for apexvs.com.
- Read the course Syllabus.
- Print the Activity Scores Report to see all assignments and due dates. (Mrs. Dyer will give you a copy with dates that Unit Tests are due, always during your weekly appointments).
- Begin working on lessons and activities (activities, study guides, etc. are **not due** to Mrs. Dyer)!...**Quizzes are the only assignments that count towards your grade and must be done before your Unit Tests at your weekly appointment time.**
- Dedicate at least 3-4 hours each day to complete readings, lessons and activities, and quizzes. (Remember you should be working at least 20 hours a week)!
- Take notes and use study sheets. **Students may always bring Study Guides or 1 page of notes for every Unit they are testing in.**
- Ask for help when they are stuck.
- Communicate with the teacher regularly.
- Save all written work in a student portfolio binder (For your own studies). **Students may always bring Study Guides or 1 page of notes for every Unit they are testing in.**
- Complete assignments by the due date.
- Monitor their own progress using the student homepage and student reports.

Apex Getting Started Guide for Students

Welcome! This guide will help you get started with Apex Learning® Courses.

Getting Started Checklist:

- ☐ Gather everything you need to succeed in class.
- ☐ Device with internet access that has passed the System Check-Up 1
- ☐ Course materials (printer, paper, headphones, binder, calculator)
- ☐ Contact information for teacher (ddyer@summbears.net)
- ☐ Course start and end dates
- ☐ Sign in: Students sign in at www.apexvs.com.
Username (all lowercase): (firstname.lastname), **reset your password** (000studentid#), and set up security questions.
- ☐ Launch the course window by selecting a course title from the My Dashboard screen.
- ☐ Online Help is available 24/7 by signing in to Apex Learning and selecting Help.

My Dashboard:

Students sign in at www.apexvs.com. (See info above)

After signing in, you are taken to My Dashboard where you can:

- Access your courses and view progress information
- See important announcements posted by your teacher
- Send messages and submit work to your teacher
- View your calendar of activity due dates

How to Submit Your Work:

- Some activities, like quizzes, are computer-scored and completed online in the course window.
- Other activities have worksheets to print or to download and complete for your own learning, but are not due for a grade..
- Your teacher will let you use your Study Guides or 1 page of notes for each of your Unit tests and the teacher will want you to turn them in when the test is complete.
- You may need to check some Novels and/or other materials out from the Library.

When beginning ISP/APEX

Turn In Certificate for Apex Getting Started Video:

<https://support.apexlearning.com/help/gs-student/courses>

Or: Go to Help button, go to Student Getting Started button, Under "Student Getting Started," click on Green Button that says "Take Course" (15 minute course)

When Complete, print, email, or show the teacher your Getting Started Certificate.



<https://www.apexlearning.com>

About Apex Learning

Apex Learning puts **rigorous, standard-based curriculum** within reach for all students — from those struggling to those ready to accelerate — to prepare them for the next course and the next stage in their education, work, and life. Each course is the equivalent amount of required hours for a regular school class.

Headquartered in Seattle, Apex Learning is **accredited** by AdvancEd and its courses are approved for National Collegiate Athletic Association eligibility.

Summerville High has 50 licenses right now, using them in Alternative Education, replacing books that were low end and 20 years old.

Credit Recovery

Provide each student the opportunity to focus on exactly what he or she needs to master to recover credits.

Pretests so students can “test out” and move quickly through the course.

Dropout Recovery

Encourage dropouts to re-engage with programs suited to both their learning and life needs.

Alternative Programs

Offer students in non-traditional programs the opportunity to earn the credits required for graduation.

And for our NSS teachers offer varied classes.

Summer School

Serve a wider range of needs beyond just credit recovery.

Dropout Prevention

Proven to increase academic achievement and motivate at-risk students to stay in school.

SUHSD

Course Pricing	
All Online Courses	\$350 per semester
AP Exam Review	\$89 per course \$25 when purchased with an AP course

Digital Curriculum

- 50 Unlimited Enrollment Subscriptions -- Comprehensive Courses (**Access Period 8/13/2018 - 8/12/2021**)

Professional Services

- 1 Bundle -- Professional Services: Implementation Success Services Bundle (**Expires 8/12/2020**)
- 1 Bundle -- Professional Services: Implementation Success Services Bundle (**Expires 8/12/2020**)

**SUHSD Total Cost per year:
\$5600 - \$8000**

Right now we have 10 teachers, 46 students and 221 class enrollments!

- Easy Access...anytime, anywhere if you have WiFi
- Instant feedback on grades
- Easy to send weekly updates to parents
- For ISP/Adult Ed/Continuation/Summer School/Credit Recovery...easily move through units without repeating info you know.
- Interactive, including reading text to you, printing and using paper if preferred.
- For teachers, easily monitor time spent on task, grades, weaknesses or "holes" in student learning.
- Limitations: Long Barn/Cold Springs Internet is too slow to have Apex work properly.

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<http://follow.to/SylAgreement18> (case sensitive)

W. Assessment Data of Incoming Students 2018-2019

Assessment Data of Incoming Students 2018-2019

Sekely, Matthew	26	27	39
Thomas, Rachel A	26	27	48
Collins, Mackenzie	27	25	43
Powder, Robert L	27	27	39
Dwight, Braden D	27	30	57
Lares, Samantha	28	19	19
Frankenstein, Wyatt L	28	26	47
Stokes, Christian N	Fmor	14	14
aaaaa A	Math Score	English Score	Cumm. Eng
Izzo, Kenon	x	22	22
Pimentel, Julian A		11	11
Keith, Tyler J		18	18
Bolin, Kalab A		18	27
Fowler, Madeline		18	
Holland, Lindsey		19	
deAnda, Alissa		22	
Hartle, Lilian		22	
Moreno, Courtney		23	
Zukal, Bradley		23	
Fields, Jesse E		24	24
Hudson, Faith		24	
Stofle, Kallie		24	
Johnson, Adam		25	
Rich, Emily		25	
broyer, gabriel		27	42
Groff, Gideon		27	
Quincy, Jessie		27	
Dauphinee, Shea		28	
Richardson, James		28	
Salas-Sonsteng, Ashley		28	
Hendersen, Amelia		29	
Knobloch, Mattison		30	
Vasquez, Sofia		30	
Burns, Hannah A			0
Dolman, Domonic S			0
Gilliam, Carter R			0
Harvey, Cole R			0
Herrera, Ruben C			0
Husher, Hannah G			0
Moreno, Hailey B			0
Powell-Barajas, Sequoia E			0
Puleo, Jaden C			0
Sorensen-Pollard, Thomas D			0

Tispett, Leon	3	23	23
Woodman, Dominic T	4	6	6
Marques, Nicolas W	5	16	16
Ortega, Catalina J	5	23	23
Banks, Abbygale	5	24	24
Jensen, Jamie J	6	14	14
Leonard, Austin B	6	19	19
Anderson, Eleanor I	6	25	25
Hendricks, Mia R	7	19	19
McCutchen, Erica R	7	22	22
Bartlett, Kayla M	8	14	26
Woodman, Victoria L	8	16	16
Banks, Emmalyn	8	27	27
Carlson, Pierce A	8	27	27
Tinkle, Tyler N	9	16	16
Dinatale, Katie L	9	18	18
Whitney, Jessica M	9	18	18
Leon, Enzo T	9	21	21
Williams, Shelby	9	22	37
Bousquet, Hannah A	9	23	23
Sutton, Tanner	9	24	24
Williams, Ava M	9	28	28
Boring, Cole N	10	10	10
Bruce, Julia A	10	12	24
Fowler, Jeremiah B	10	14	14
Randall, Kristen M	10	16	16
Ballard, Adam K	10	18	18
Firth, Shea T	10		15
Taylor, Dean R	11	7	7
Pinckney, Madison R	11	8	8
Bollinger, Daniel	11	18	18
Ketchum, Corey	11	19	19
Koehler, Kristin M	11	20	20
Diondre, Coleman	11	23	23
Greener, Blake M	11	23	23
Leach, Shyann N	11	23	23
Peterson, Carter J	11	23	32
Colombani, Janet R	11	24	24
Cribbs, Jordan	11	25	25
Burr, Casey T	11	27	27
Hyde, Lilyanna J	12	20	20
Bailey, Ryann C	12	21	33
Villavicencio, Victor J	12	22	22
Smith, Ian J	12	22	28

Sevier, Carsten	12	27	36
Schruder, Haley	13	8	8
Bailey, Diamond L	13	20	20
Curran, Faith J	13	24	24
Waters, Daniel F	14	10	10
Tillery, Ashley H	14	20	38
Grove-Salsedo, Mary C	14	21	33
Latham, Jennessa	14	23	23
Wright, Isaiah (Zaya) M	14	23	23
Deknoblough, Joshua L	14	27	27
Fyler, Keith	14		0
Traill, Aleah A	15	10	19
Hollard, Tommy	15	19	19
Riede, Adriano D	15	20	20
Lillie, Taya J	15	22	37
Shopp, Ruth E	15	29	50
Andrews, Tristan J	16	23	23
Gebauer, Saige L	16	24	24
Gervin, Paige V	16	26	38
Alkema, Micara	16	30	48
Hathcoat, Raven	17	16	16
Chaney, Loren C	17	25	25
Ruiz, Nitara	17	26	38
Geeze, Elijah C	17	27	27
McWilliam, Lily	18	11	23
Niday, Malory C	18	20	20
Vides, Victor	18	22	22
Peterson, Clayton B	18	23	23
Bisset, Jayla J	18	24	24
Sekely, Micah	18	25	34
Smith, Lillie L	18	26	26
Young, Manhattan J	18	27	45
Harrison, Joy K	18	27	51
Turnbough, Ethan	19	18	18
Quinton, Jacob A	19	18	36
Hendricks, Taylor A	19	27	27
Soto, Ethan Y	19	28	49
Martin, Cal M	20	20	20
Termeteet, Cody B	21	21	30
Foley, Lance A	21	23	23
Patey, Kent T	21	23	38
Crane, Isabella	21	24	42
Garman, Isaac	21	26	26

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Knowles, Anika N	21	26	26
Schmittle, Logan D	21	26	26
Fitzgerald, Joseph M	21	26	50
Antinetti, Wesley J	21	27	27
Godwin-Miller, Taryn	21	29	41
Bell, Cayden J	22	22	34
Gray, Amber A	22	25	25
Carrigan, Robert H	22	26	26
Nevel, Alexia	22	27	27
Peters, Hadley J	22	27	27
Schoon, Mikayla L	22	27	27
McBride, Maggie	22	28	40
Horat, Alexander	22	29	38
George, Olivia J	22	29	47
Broyles, Fiona R	23	22	34
Thompson, Ethan S	23	22	40
Kern, Wyatt	23	24	33
Khan, Samantha C	23	24	48
Baughn, Rylie R	23	26	26
Forstner, Swanlake	23	26	26
Harrelson, Huckleberry	23	26	38
Young, Victoria	23	27	48
Dyer, Carson C	23	29	47
Wood, Clavey J	23	29	50
Stoffe, Nehemiah C	24	21	30
Tippett, Aliou	24	23	23
Gunn, Emme A	24	23	38
Cheveres, Nicolas K	24	24	24
Auld, James R	24	25	40
Day, Daphne M	24	26	26
Sanders, Josiah M	24	26	26
Harris-Goodrich, Jamari A	24	26	38
Russell, Parker	24	26	38
Corgiat, Kyle P	24	27	36
Pfeiffer, Makenna J	24	27	39
Barajas, Sequoia	24	28	28
Blasiaga Jr, Robert P	24	28	28
Olinn, Lucas	25	18	18
Carson, Asiah J	25	25	25
Fortuna, Arianna	25	25	43
Harris, Valerie	25	30	42
Peterson, Bradley J	26	24	24
Mason, Renae J	26	26	38

X. Placement Exam for Incoming 9th Graders

Summerville Union High School District Placement Exams for Incoming 9th Graders

1. Please administer exams to your 8th graders, and return to Summerville High School by May 13th. If you would like them to be picked up, we can make those arrangements.
2. If you have students with IEP'S or section 504 plans, please administer with appropriate modifications or accommodations.
3. If you have any questions, please contact Jennifer Osterhout at (209) 928-4228, ext 230 or Steve Sweitzer at (209) 928-4228, ext 228.

Instructions for English Placement:

- A. Distribute a scantron answer sheet, packet of the *Tell Tale Heart*, and packet with multiple choice questions. Students should write their name and "English" on the answer sheet.
- B. Have students read packet of *Tell Tale Heart*.
- C. Using a scantron form, have the students respond to the questions in the packet. These questions are based on the *Tell Tale Heart* and on other selections contained in packet. Please ask students not to write in the packet.

Structured Academic Paragraph

- D. Please administer the essay portion to Pre-AP candidates only! Distribute to each student the two articles (one on cell phone use in the classroom, one on negative effects of technology in the classroom) and the essay response form. Students are to read the article, form an opinion, and then write a thesis statement and a response based on their opinion. Students will put their names directly on the essay response form.

Instructions for Math Placement:

- A. Distribute a scantron answer sheet, a test packet, and a piece of scratch paper to each student.
- B. Instruct the student to not write in the test packet. They will put their name and "Math" on the answer sheet.
- C. Students should answer the questions to the best of their ability.
- D. Students may use calculators!

Thank you!

Summerville Union High School District Placement

Exams for Incoming 9th Graders

1. Please administer exams to your 8th graders, and return to Summerville Hi , School by May 13. If you would like them to be picked up, we can make those arrangements
2. If you have students with IEP's or section 504 plans, please administer with and appropriate modifications or accommodations.
3. If you have any questions, please contact Kellene Ditler at 928-4228, ext 232 or Steve.Sweitzer at 928-4228, ext 228.

Instructions for English Placement:

- A. Distribute a scantron answer sheet, packet of the *Tell Tale Heart*, and packet with multiple choice questions. Students would write their name, and "English" on the answer she.et.
- B. Have students read packet of the *Tell Tale Heart*.
- C. Using a scantron form, have the students respond to questions in the packet. These questions are based on reading the *Tell Tale Heart*, and on other selections contained in the packet. Please ask students not to write in the packet.

Instructions for English Placement:

- A. Distribute a scantron answer sheet, packet of the *Tell Tale Heart*, and packet with multiple choice questions. Students would write their name, and "English" on the answer sheet.
- B. Have students read packet of the *Tell Tale Heart*.
- C. Using a scantron form, have the students respond to questions in the packet. These questions are based on reading the *Tell Tale Heart*, and on other selections contained in the packet. Please ask students not to write in the packet.
- * D. Distribute to each student the two articles, one on cell phone use in the classroom, one on negative effects of technology in the classroom, and the essay response form. Students are to read the article, form an opinion, and then write a thesis statement and a response based on their opinion. Students will put their names directly on the essay response form.

* Please administer
essay portion to pre-ap
Structured Academic Paragraph
candidates only !!

Instructions for Math Placement

- A. Distribute a scantron answer sheet, a test packet, and a piece of scratch paper to each student.
- B. Instruct the student to not write in the test packet. They will put their name and "Math" on the answer sheet.
- C. Answer the questions to the best of their ability.

D. Students may use calculators !!

Thank You!



SUMMERVILLE HIGH SCHOOL'S MATH PLACEMENT TEST

PLEASE DO NOT WRITE ON THE TEST.
PLEASE USE SCRATCH PAPER.
FILL IN THE SCANTRON.

(Adapted from the Keystone National High School Math Level 1 placement test)

1.

Find the seventh term in the following sequence: 2, 6, 18, 54 ...

- a) 162
- b) 1458
- c) 108
- d) 486

2.

Write a numerical expression for the verbal phrase.

"sixteen minus the quotient of twelve and six"

- a) $16 - 6 \div 12$
- b) $12 \div 6 - 16$
- c) $16 \div 12 - 6$
- d) $16 - 12 \div 6$

3.

Evaluate the expression:

$6a + 2b - 6c + 4$, If $a=3$, $b=5$ and $c=-1$.

- a) 38
- b) 26
- c) 34
- d) 22

4.

Simplify the following using proper order of operations:

$$5(16+3)-6\times 2+1$$

- a) 179
- b) 84
- c) 155
- d) 267

5.

Evaluate the following expression:

$$|-4| + |12| - |-9|$$

- a) -17
- b) 25
- c) 1
- d) 7

6.

Simplify the following expression:

$$6(3x) - 2y + 3z + 12(4x) - 9y$$

- a) $66x - 11y + 3z$
- b) $30x + 11y + 3z$
- c) $25x - 11y + 3z$
- d) cannot be simplified

7.

In which quadrant would the point (9, -10) be located?

- a) Quadrant 1
- b) Quadrant 2
- c) Quadrant 3
- d) Quadrant 4

8.

Simplify the following:

$$3(x + 1) - 4(2x - 5) + 10x$$

- a) $5x - 32$
- b) $21x + 23$
- c) $5x + 23$
- d) $5x - 17$

9.

Write and solve the equation to find the value of x.

"The difference of a number x and ten is negative four."

- a) $x + 10 = -4$; $x = 5$
- b) $x - 10 = -4$; $x = 6$
- c) $x - 10 = -4$; $x = -6$
- d) $x + 10 = -4$; $x = -5$

10.

Find the perimeter of a rectangle with a width of $(2x + 3)$ and a length of $2x$.

- a) $P = 7x + 6$
- b) $P = 8x + 4$
- c) $P = 8x + 6$
- d) $P = 25$

11.

Simplify the following:

$$x^4 \cdot x^3 \cdot x$$

- a) x^{12}
- b) x^7
- c) x^{13}
- d) x^8

12.

Write the expression using exponents.
Then solve using $x=2$ and $y=-5$.

$$2^2 \cdot 2 \cdot y \cdot y \cdot y \cdot x \cdot x$$

- a) $2^2x^2y^3$; -2000
- b) $2^2x^3y^2$; 2000
- c) $2^3x^2y^2$; 800
- d) $2^2x^2y^3$; 2000

13.

Find the GCF of the following set of numbers:

$$260, 80, 50$$

- a) 10
- b) 5
- c) 2
- d) 15

14.

Find the product and write it in simplest form.

$$\frac{5}{9} \times 6\frac{3}{4}$$

- a) $3\frac{3}{4}$
- b) $7\frac{11}{36}$
- c) $6\frac{5}{12}$
- d) $4\frac{1}{12}$

15.

Find the quotient and write it in simplest form.

$$3\frac{3}{8} \div \frac{1}{4}$$

- a) $4\frac{1}{2}$
- b) $12\frac{3}{8}$
- c) $13\frac{1}{2}$
- d) $27/32$

16.

Find the mean, median and mode for the following set of temperatures. Round to the nearest tenth if needed.

102, 100, 87, 76, 58, 91, 43, 100

- | | Mean, | Median, | Mode |
|----|---------|---------|------|
| a) | 75, | 89, | 100 |
| b) | 82.125, | 93, | 130 |
| c) | 83.5, | 90, | 110 |
| d) | 82.125, | 89, | 100 |

17.

Solve for x.

$$\frac{3}{4} = \frac{12}{x-5}$$

- a) $x = 12$
- b) $x = 21$
- c) $x = 11$
- d) $x = 31$

18.

In an aquarium containing 230 fish, 20% are angelfish. How many of the fish are angelfish?

- a) 20
- b) 1150
- c) 36
- d) 46

19.

A t-shirt that normally costs \$21.95 is on sale at a 15% discount. What is the sale price?

- a) \$18.66
- b) \$3.29
- c) \$25.24
- d) \$4.68

20.

Suppose you roll two die. Find the probability of rolling a seven.

- a) $\frac{1}{6}$
- b) $\frac{1}{36}$
- c) $\frac{1}{18}$
- d) $\frac{1}{9}$

21.

Name the supplementary angle to 43°

- a) 47°
- b) 17°
- c) 137°
- d) 107°

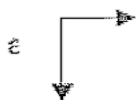
22.

If two angles of a triangle are 30° and 102° , what is the third angle?

- a) 48°
- b) 62°
- c) 70°
- d) 41°

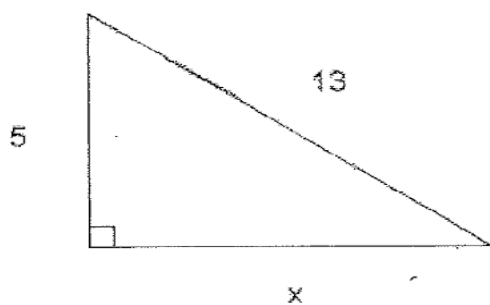
23.

Which choice would be reasonable for an angle that measures 75 degrees?



24.

Find the length of x .



- a) 10
- b) 11
- c) 12
- d) 13

25.

Find the area of a triangle with a base of 10m and a height of 12m.

Area: $\frac{1}{2}(b \times h)$

- a) 12 m^2
- b) 120 m^2
- c) 60 m^2
- d) 240 m^2

26.

The area of a circle is 120 in^2 . Find the circumference. Round to the tenths if necessary. (Use 3.14 for π).

Area: πr^2

Circumference: $d\pi$

- a) 6.2 in
- b) 12.4 in
- c) 39.0 in
- d) 240 in

27.

A card is selected from a standard deck of 52 cards. What are the odds of selecting a red 9?

- a) 1:26
- b) 1:52
- c) 1:13
- d) 1:2

28.

Find the sum of the following polynomial:

$$3(x - 1) + 2x + 3$$

- a) $5x + 6$
- b) $6x - 6$
- c) $5x - 6$
- d) $5x$

29.

Find the difference.

$$(4x + 2y - 10) - 3(2x + 5y - 1)$$

- a) $10x - 13y - 7$
- b) $-10x + 13y + 7$
- c) $-2x - 13y - 7$
- d) $-2x + 13y + 7$

30.

What percent of 115 is 23?

- a) 5%
- b) 20%
- c) 50%
- d) 80%

**THE
TELL-TALE
HEART**

BY
EDGAR ALLAN POE

Elegant Ebooks

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Short Story: "The Tell-Tale Heart"

Author: Edgar Allan Poe, 1809–49

First published: 1843

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This PDF ebook was
created by José Menéndez.

TRUE!—nervous—very, very dreadfully nervous I had been and am; but why *will* you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! One of his eyes resembled that of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye for ever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen *me*. You should have seen how wisely I proceeded—with what caution—with what foresight—with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it—oh, so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly—very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon

hinges creaked)—I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights—every night just at midnight—but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he had passed the night. So you see he would have been a very profound old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I *felt* the extent of my own powers—of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back—but no. His room was as black as pitch with the thick darkness (for the shutters were close fastened, through fear of robbers), and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.

I had my head in, and was about to open the lantern, when my thumb slipped upon the tin fastening, and the old man sprang up in the bed, crying out—"Who's there?"

I kept quite still and said nothing. For a whole hour I did not move a muscle, and in the meantime I did not hear him lie down. He was still sitting up in the bed listening;—

just as I have done, night after night, hearkening to the death watches in the wall.

Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a groan of pain or of grief—oh, no!—it was the low stifled sound that arises from the bottom of the soul when overcharged with awe. I knew the sound well. Many a night, just at midnight, when all the world slept, it has welled up from my own bosom, deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he had been lying awake ever since the first slight noise, when he had turned in the bed. His fears had been ever since growing upon him. He had been trying to fancy them causeless, but could not. He had been saying to himself—“It is nothing but the wind in the chimney—it is only a mouse crossing the floor,” or “it is merely a cricket which has made a single chirp.” Yes, he has been trying to comfort himself with these suppositions; but he had found all in vain. *All in vain*; because Death, in approaching him, had stalked with his black shadow before him, and enveloped the victim. And it was the mournful influence of the unperceived shadow that caused him to feel—although he neither saw nor heard—to *feel* the presence of my head within the room.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little—a very, very little crevice in the lantern. So I opened it—you cannot imagine how stealthily, stealthily—until, at length, a single dim ray, like the thread of the spider, shot from out the crevice and full upon the vulture eye.

It was open—wide, wide open—and I grew furious as I gazed upon it. I saw it with perfect distinctness—all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but I could see nothing else of the old man’s

face or person: for I had directed the ray as if by instinct, precisely upon the damned spot.

And now have I not told you that what you mistake for madness is but over-acuteness of the senses?—now, I say, there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew *that* sound well too. It was the beating of the old man's heart. It increased my fury, as the beating of a drum stimulates the soldier into courage.

But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man's terror *must* have been extreme! It grew louder, I say, louder every moment!—do you mark me well? I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbor! The old man's hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think so no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs.

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye—not even *his*—could have detected any thing wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha!

When I had made an end of these labors, it was four o'clock—still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,—for what had I *now* to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled,—for *what* had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search *well*. I led them, at length, to *his* chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them *here* to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My *manner* had convinced them. I was singularly at ease. They sat, and while I

answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:—it continued and became more distinct: I talked more freely to get rid of the feeling: but it continued and gained definitiveness—until, at length, I found that the noise was *not* within my ears.

No doubt I now grew *very* pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was *a low, dull, quick sound—much such a sound as a watch makes when enveloped in cotton*. I gasped for breath—and yet the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations, but the noise steadily increased. Why *would* they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observation of the men—but the noise steadily increased. Oh God! what *could* I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—*louder!* And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they *knew!*—they were making a *mockery* of my horror!—this I thought, and this I think. But any thing was better than this agony! Any thing was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die!—and now—again!—hark! louder! louder! louder! *louder!*—

“Villains!” I shrieked, “dissemble no more! I admit the deed!—tear up the planks!—here, here!—it is the beating of his hideous heart!”



Summerville Freshmen Placement Exam

Your Name: _____

Many schools are allowing their students to use their phones in the classroom because of the apps available on smart phones. What do you think about this? If you disagree, how can students learn best instead? If you do agree, how can teachers ensure that students aren't abusing the privilege?

First, read through the preliminary research (following this page) on this topic provided for you to help form and shape your opinion.

Then, in the space below, form an overall thesis statement providing your basic response in one sentence, and then write a well-organized paragraph in the lines below it. Include examples and evidence from the preliminary research when forming your argument.

Thesis: _____

Paragraph: _____

Negative Effects of Using Technology in Today's Classroom


by Timothy Smithee, Demand Media



Classroom computers do not always improve learning.

Computers, tablets, smartphones and ebooks allow fast, easy and inexpensive access to information resources. These resources can engage the user through interactivity and make it easy to process, analyze and share information of all kinds. Despite the benefits that can arise from integrating technology and computers into the classroom, there is also evidence from several studies there are significant negative effects from technology in the classroom.

Cost

Equipping a classroom with computers or supplying the entire student body with laptops is a significant cost for any school. In addition to the initial purchase costs, there are costs for maintaining networks, maintaining the computers and routinely upgrading the hardware and software. Though "bring your own device" policies may relieve the school of some of these costs, the policies shift to students and their families, who may not be able to afford the hardware and software.  Electronic textbooks may not be significantly cheaper than hard copies, and when students are responsible for purchasing them the cost may be higher as used copies cannot be bought or sold.

DIVISION OF RESOURCES

Money is a significant resource used for technology, and a school may try to absorb the costs by eliminating other proven beneficial programs such as music or arts. Additionally, setting up computer labs or dedicated classrooms requires space which must be taken from other programs. Furthermore, the time taken for training teachers to keep their computer skills up to date takes time away from teachers being able to train in their subject area.

LEARNING

Students may be more enthusiastic about studying a subject if they are preparing a PowerPoint presentation or a video clip instead of a written essay. However, they might spend more time and effort on the presentation than researching the subject, and complete the project knowing very little about the subject. Participation and enthusiasm do not necessarily lead to learning. Electronic texts can also limit learning as they are less interactive than paper textbooks. Many e-readers do not allow highlighting or notes, and even when they do, it is more complicated than marking up a paper copy. Furthermore, an electronic text can be harder to browse through than a hard copy.

DETRACTION

The technology-enabled classroom offers access to information, but it also offers many more distractions. Games on devices, text messaging, email and websites all compete for students' attention, taking that attention away from the subject on which they are supposed to be focusing. The technology can also lead to dangerous situations as students can be exposed to inappropriate online materials or predators in online places such as chat rooms.

Teachers Find Classroom Benefits For Cell Phones



By Shayla Reaves

7/27/2013 August 6, 2013 12:46 PM

7/27/2013 Wednesday August 7, 2013 12:13 PM

WESTERVILLE, Ohio - Emily Saleme is rarely without her cell phone. The Westerville North High School senior said she is "attached" to the device and called it her "first priority" in the morning.

"I use my phone as like an alarm. I wake up to it," said Saleme. "It's in my bed with me sometimes. I fall asleep texting people."

Now, students like Saleme have one more place to send and receive those text messages. Some districts have relaxed the rules for cell phones in schools.

"Some teachers are o.k. if you leave it on your desk. Some teachers won't let you have it out," said Westerville North High School Junior Grace Zaher.

"We can still use it at lunch, whenever we want." Zaher said she receives text messages from teachers ahead of important tests.

She described the reminders as helpful, particularly in her chemistry class.

"I really like getting my chemistry teacher's texts. I'll be studying the entire chapter, and she'll say there may or may not be an extended response question on part of section two," Zaher said.

Others like WNHS Junior Markaila Gordon, use her cell phone to check grades, get homework assignments and study.

"Since we are on our phones all the time, we know how they work," said WNHS Junior Markaila Gordon. "For some people, it is easier for them to use than to write. I think it is faster and more efficient."

Some teachers have are seeing the benefits too.

"We had some students who maybe said have said three or four words the entire semester," said Damon Mollenkopf, Westerville North High School Advanced Placement History Teacher. "All of a sudden, they are giving me these fantastic contributions via twitter or via texting or via email."

Mollenkopf has allowed students to use cell phones in his classroom at least four years. He says the devices are not required but allowed.

"It's about trying to differentiate and trying to create as many different ways to get kids on board with what we're doing," said Mollenkopf. "It really has forced a lot of people in education to rethink how we do things."

Mollenkopf uses the following social networking services to engage students in classroom discussions:

- Twitter
- Remind 101
- Todaysmeet
- Skype
- YouTube
- Evernote
- Vine
-

☑Saleme is a former student.

"Sometimes outside of class, we'll tweet at him. We can have Twitter discussions. We can tweet questions or anything we see throughout the day," said Saleme. "He lets us have our phones on the desk. If we had a text message from our parents or anything, we could just like grab it."

Mollenkopf admits the temptation for students to send text messages to friends is real.

"They are probably going to text their friends, but they're probably also going to be texting about something that's going on here," he said. "Where I found that it started working, my anecdotal evidence, I can get online and I can see kids using twitter or writing blogs at 9:30 on a Saturday night. Tell me when was the last time you saw a kid working on anything school related at 9:30 on a Saturday night?"

The networking services have connected Mollenkopf to tools he called unavailable in his classroom. Skype has allowed the Westerville, Ohio teacher to connect his students with educators abroad.

"I made a relationship with someone in Great Britain who is a history teacher," said Mollenkopf. "We're going to see this person today. They are going to explain to us how they teach the American Revolution differently than we teach it here in the United States. Those are people I could never bring into my classroom. That is expertise I could never bring into my classroom, with Skype I can do that."

It's just one example of how social networking is changing how students are educated every day.

