

# Connections Visual and Performing Arts Academy

17555 Tuolumne Road • Tuolumne, CA 95379 • 209-928-4228 • Grades 7-12

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Connections Visual and Performing Arts Academy

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#### District Governing Board

David Atkins

Randy Richter

Bret Taylor

Dennis Spisak  
**Board President**

Hans deGroot  
**Board Clerk**

#### District Administration

Michael S. Merrill  
**Superintendent**

Kellene Ditley  
**Summerville High and Connections  
Academy Principal**

Steve Sweitzer  
**Deputy Principal, Grade Level  
Coordinator**

Daniel Atkins  
**Grade Level Coordinator**

Jennifer Osterhout  
**Grade Level Coordinator**

### School Description

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

of 2007. Currently, the enrollment in Connections is 157 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 county who have a strong

interest in these courses. Because of the strong enrollment in this program, several levels of art, film and photography, 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.

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 students 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. Academically, Connections VPAA students have performed very well on standardized tests.

Our vision statement is "Achieving academic excellence through artistic expression."

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	12
Grade 8	17
Grade 9	44
Grade 10	59
Grade 11	36
Grade 12	47
<b>Total Enrollment</b>	<b>215</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	2.8
Asian	2.8
Filipino	0.9
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.5
White	71.6
Two or More Races	3.3
Socioeconomically Disadvantaged	20.5
English Learners	5.6
Students with Disabilities	3.3
Homeless	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Connections Visual and	18-19	19-20	20-21
<b>With Full Credential</b>	29	29	30
<b>Without Full Credential</b>	2	2	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0

Teacher Credentials for Connections Visual and	18-19	19-20	20-21
<b>With Full Credential</b>	♦	♦	30
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Connections Visual and Performing Arts Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	3
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync; Connect Ed through McGraw Hill Education Online, Renaissance 360 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Miller and Levine Biology, Biology/Earth NGSS courses, Accelerated Learning STEMscopes, Chemistry/Earth and Physical Earth NGSS courses <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	World History, the Modern Era; Pearson, 2016 U.S. History, American Vision, Glencoe, 2002 and Barron's AP test prep History Alive! The Medieval World and Beyond, Teachers' Curriculum Institute, 2011 History Alive!The United States through Industrialism, Teachers' Curriculum Institute, 2011 Economic Principles and Practices, Gary E. Clayton <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Barron's AP test prep, novels in Spanish <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Health; a Guide to Wellness, Glencoe, 2001 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Scorch <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	Full science laboratory/equipment for use by science staff for biology, physical and earth sciences. Full chemistry lab equipment, supplies and safety equipment. Inventoried and updated annually.

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Connections Academy operates on the Summerville High School campus. Summerville High School completed a new covered eating structure over the summer of 2019. Construction of a new art building was completed in the fall of 2019. Due to budget concerns related to the COVID pandemic the district has paused the plans for replacing the 400's wing. This project is part of the 5-year deferred maintenance plan. An updated phone system was installed during the summer of 2019, and the fire alarm system was updated as well. The bell system was updated in the fall of 2020.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month in which data were collected: October 2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	The 400 and 600 buildings need to have surface coverings repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	The 400 wing restroom needs to have interior partitions repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	400's wing portables are moved up on the deferred maintenance schedule for possible replacement in the summer of 2021 (budget/pending).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### **CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	80	N/A	56	N/A	50	N/A
<b>Math</b>	39	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

#### CAASPP Test Results in Science by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-21)

Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club, "C.A.S.T.", which is the acronym for the "Creative Arts Support Team." There are also monthly meetings of the Connections Advisory Board, comprised of eight elected parents and the Connections Grade Level Coordinator. On a regular basis, 10-15 parents attend the Advisory meetings to discuss budget, programs and upcoming events.

Parents are invited to participate in the School Site Council and Athletic Boosters; volunteer for theater productions, club activities and field trips; and serve as members of the Sober Grad committee. Every six weeks, a newsletter is mailed home to all parents with information about upcoming meetings and events, encouraging parent participation. Weekly campus automated phone call updates are sent to parents via School Messenger and email to keep them informed of events and health public health information. At the start of each school year, administrators host an orientation for all parents who are new to the district.

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

During the 2018-2019 school year, parents were included in the district's comprehensive WASC self-study and committee visit. Following our WASC findings, parents were included in a schedule committee created to evaluate the schedule in place. Parent input and feedback was an integral part of both the WASC self-study and the schedule committee findings.

### State Priority: School Climate

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

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

### School Safety Plan (School Year 2020-2021)

The School Safety Plan is reviewed and updated each month with the School Site Council, which includes parents, staff and students. Several modifications to the safety plan have been made in the past two years. The safety plan is annually presented to the Governing Board in March of each year. The last approval was in March, 2020.

The key elements of the plan include:

On site and off site evacuation;  
Secure school situation;  
Duck and cover;  
Lockdown for active intruder;  
Suicide prevention and response;  
Natural disasters and weather related emergencies  
Physical and social climate.

In addition, for the 2020-2021 school year, the district has approved a COVID Safety Plan which was approved by the Public Health Department and posted on the school website.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	5.9	5.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	38	
Expulsions	0	5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	1.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.33
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.289
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	10	23		1	9	24	2		30		1	
Mathematics	9	22			10	24			18	2		
Science	9	15		1	11	16	1		30		1	
Social Science	12	16		1	11	16	1		30		1	

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Three full days are set aside each school year for inservice training for the teaching staff. In addition, monthly staff meetings are used for both the presentation of information, discussion, and professional development. Teachers are encouraged to attend professional development off campus as well. For example, AP Institutes, CAASPP trainings, the Rock Star training for teachers in technology, and NGSS trainings for science teachers.

During the 2018-2019 school year, the focus has been on continued implementation of NGSS, English teachers are attending Expository Reading and Writing Curriculum (ERWC) training for all grade levels 7-12. Math teachers are working on collaboration for instructional strategies and benchmark assessments. Administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies, CPR and First Aide, state

mandated safety training and regular training as safety plan continues to be updated. The district hired a new superintendent who attended the ACSA Superintendent Academy in Sacramento.

During the 2019-2020 school year, Math teachers participated in professional development with a math trainer including training in High-yield Math Routines. The Special Education Coordinator attended the ACSA Special Education Academy in Sacramento. Administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies, CPR and First Aide, state mandated safety training and regular training as safety plan continues to be updated.

During the 2020-2021 school year, professional development focused heavily on distance learning tools and technology. These trainings were provided by Tuolumne County Superintendent of Schools. Further, targeted staff received APEX training, as we expanded our online learning courses in response to a larger number of students seeking distance learning or independent study placement due to the COVID-19 pandemic. Finally, staff received training in responding to students with emotional health needs/ students in crisis through our district crisis counselors.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,082	\$47,811
Mid-Range Teacher Salary	\$62,436	\$66,135
Highest Teacher Salary	\$84,512	\$91,275
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	\$118,141	\$125,317
Superintendent Salary	\$148,800	\$138,667

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	25.0
Administrative Salaries	8.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

There are many levels of services available to Summerville High and Connections Academy students for support:

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

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

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

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

#### State Priority: Pupil Engagement

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

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

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

Rate for Connections Visual and	2016-17	2017-18	2018-19
Dropout Rate	4.8	6.1	2.8
Graduation Rate	92.9	93.9	97.2

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10482	839	9643	85944
District	N/A	N/A	17977	86303
State	N/A	N/A	\$7,750	\$75,474

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-60.3	-0.4
School Site/ State	21.8	13.0

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

Rate for Connections Visual and	2016-17	2017-18	2018-19
Dropout Rate	10.3	5.5	6.4
Graduation Rate	83.2	92.1	90.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	93.44
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	2	N/A
All courses	7	2.2

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

### Career Technical Education Programs

Connections Visual and Performing Arts Academy students have access to all Summerville High School courses specifically focused on career preparation and preparation for work. During the 2020-2021 school year these courses include: Intro to Agriculture, Ag Biology, Advanced Animal and Plant, Veterinary Science, Ag Leadership, Manufacturing, Mechanics, General Automotive, Advanced Automotive, Speech, Debate and Court Law; Introduction to Law Enforcement, Advanced Law Enforcement, Emergency Responders, Keyboarding, and Biomedical Pathways. The biomedical pathways is the introductory course to a 4 course pathway. The second course will be offered in addition to the first during the 2021-2022 school year. These courses meet a variety of Elective requirements, Graduation requirements and A-G requirements. They prepare students for career and college. Several CTE Pathways provide an avenue to work upon completion of high school. Teachers practice differentiated instruction and make appropriate accommodations for Special Education and Section 504 students in order to ensure all levels of learners have accessibility to CTE courses. CTE courses and pathways are evaluated annually to ensure they are meeting the needs of our student population. Evaluations consist of student performance data, course content, stakeholder feedback, and student surveys to determine which courses will be offered the following year. The primary representative of the district's CTE advisory committee is Tom Dibble. Industries represented on the committee include Auto, Agriculture, Biomedical, and Law Enforcement.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

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