

Connections Visual and Performing Arts Academy

17555 Tuolumne Road • Tuolumne • 209-928-4228 • Grades 7-12

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<http://www.summbears.k12.ca.us>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

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District Governing Board

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Superintendent

Kellene Ditler

**Summerville High and Connections
Academy Principal**

Steve Sweitzer

Deputy Principal

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 215 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, 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.

Because Connections VPAA is a charter school, specialized classes in non-core areas can be offered by non-credentialed teachers. This has allowed the program to develop specialty classes for academy students, such as ballet, academy theater, and a technical theater course. 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	10
Grade 8	22
Grade 9	67
Grade 10	46
Grade 11	48
Grade 12	43
Total Enrollment	236

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	2.5
Asian	1.3
Filipino	0.4
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.4
White	75.4
Two or More Races	3.4
Socioeconomically Disadvantaged	11
English Learners	0.4

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	17-18	18-19	19-20
With Full Credential	29	29	
Without Full Credential	3	2	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Connections Visual and	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Study Sync; Connect Ed through McGraw Hill Education Online The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	College Physics; A Strategic Approach; Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History, the Modern Era; Pearson, 2016 U.S. History, American Vision, Glencoe, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health; a Guide to Wellness, Glencoe, 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Summerville High School had all roofs replaced during the summer of 2018. The exception was the 400's wing which will be addressed as a high priority for the 5-year deferred maintenance plan. Also in the summer of 2018, Summerville High the majority of the HVAC units replaced as a part of the Prop 39 funding.

During this 2018-2019 school year, we will be moving forward with our last two 2012 bond projects. These include a new art building and a covered eating structure. All will be completed and in use by August 1, 2019.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2019

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	79	80	50	56	50	50
Math	46	39	33	31	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	71	91.03	80.28
Male	23	22	95.65	81.82
Female	55	49	89.09	79.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	11	84.62	72.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	50	90.91	80.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	16	80.00	68.75

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	44	56.41	38.64
Male	23	11	47.83	45.45
Female	55	33	60.00	36.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	13	7	53.85	0.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	29	52.73	41.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	11	55.00	36.36

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)

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 theConnections Grade Level Coordinator. On a regular basis, 10-15 parents attend the Advisory meetings to discuss budget, programs and upcoming events. Connections parents are also active on the Summerville High School Site council, the School Improvement Committee and the WASC leadership team.

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

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, 2018.

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.6	5.9	5.5
Expulsions Rate	0.0	0.0	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 2018-19)

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

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	25	1		10	23		1	9	24	2	
Mathematics	9	25	1		9	22			10	24		
Science	10	17	1		9	15		1	11	16	1	
Social Science	10	16	1		12	16		1	11	16	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

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

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. Our arts staff have opportunities to visit other schools, and attend professional development seminars as well. 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,046	\$48,044
Mid-Range Teacher Salary	\$74,231	\$67,032
Highest Teacher Salary	\$95,972	\$89,023
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$
Average Principal Salary (HS)	\$128,446	\$123,219
Superintendent Salary	\$144,200	\$138,074

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	28%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		\$74,678.00
State	N/A	N/A	\$7,506.64	\$71,842.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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.

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

Rate for Connections Visual and	2015-16	2016-17	2017-18
Dropout Rate	4.3	4.8	6.1
Graduation Rate	95.7	92.9	93.9

Rate for Connections Visual and	2015-16	2016-17	2017-18
Dropout Rate	5.1	10.3	5.5
Graduation Rate	93.7	83.2	92.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	92
% of pupils completing a CTE program and earning a high school diploma	8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	5%

Career Technical Education Programs

Connections Visual and Performing Arts Academy offers several courses specifically focused on career preparation and preparation for work. During the 2017-18 school year these courses included: 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, Keyboarding, Advanced Keyboarding, General Business, Accounting, Work Experience, and Elementary School Assistant, and Fire Science. 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 Education, Auto, Agriculture, Business, 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	65.22

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	24

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

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