

Summerville High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

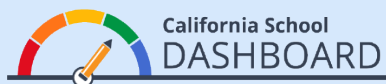
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Summerville High School
Street	17555 Tuolumne Rd.
City, State, Zip	Tuolumne, CA 95379-9701
Phone Number	209-928-4228
Principal	Brett Christopher
Email Address	bchristopher@summbears.net
School Website	www.summbears.net
County-District-School (CDS) Code	55724135536750

2022-23 District Contact Information

District Name	Summerville Union High School District
Phone Number	(209) 928-3498
Superintendent	Michael S. Merrill
Email Address	mmerrill@summbears.net
District Website Address	www.summbears.net

2022-23 School Overview

About Our School

Summerville High School (SHS) is a comprehensive high school of 418 students. The Summerville Union High School District serves a total of 655 students. In addition to Summerville High school, it includes an independent study program, three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) has 191 students who attend classes with Summerville High students. This raises the number of students on campus to 609.

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

The current campus was built in 1965 to accommodate 400 students. The campus has been thoroughly modernized with updated technology. To illustrate, this year we have continued our technology roll out program to issue 1:1 devices, either Chromebooks or iPads, for all students on campus. We also increased our bandwidth and have improved infrastructure to prepare for the state testing Smarter Balance Assessments. All core teachers have also received televisions, Apple TVs or Google Chromecasts, and LCDs to facilitate the use of technology and enhance instruction. The infrastructure was also updated with additional access points so the internet can be accessed anywhere on campus.

Over the past several years, the Summerville High School staff has worked to create more cohesive pathways available to students. Three pathways are currently available for students: agriculture, biomedical pathways, and auto/mechanics/engineering.

Courses have shifted over the past three years for our students. We offer five AP courses and work with the local community college to offer dual enrollment courses to our students both on our campus and at the college. We continue to offer students the Academic Decathlon course, and students can participate in a Speech, Debate and Court Law and Mock Trial course, both of which provide opportunities to compete against other schools. Our "Get Focused...Stay Focused" curriculum continues to be used in our keyboarding and careers class.

While students' academic success is always at the forefront of our minds, building character is also an integral part of our focus at Summerville High School. Our Character Counts program continues to ensure that our students understand the importance of marrying academia with character. "Character Counts Nomination Forms" are used to acknowledge when students are exemplifying strong character. To supplement the Character Counts program, the Five Star positive behavior program rewards students with points for participation in extracurricular activities and displaying good character. Our hope is to be a "world class" school, and it is only through fostering good character that we will achieve this goal.

GUIDING PRINCIPLES: SUMMERVILLE UNION HIGH SCHOOL DISTRICT

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

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

The Core Values of our Professional Staff:

1. Improving Student Learning

2022-23 School Overview

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

2. Teamwork

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

3. Respect

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

4. Professionalism

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	92
Grade 10	143
Grade 11	110
Grade 12	85
Total Enrollment	430

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6
Male	57.4
American Indian or Alaska Native	2.8
Asian	0.2
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.8
White	67.7
English Learners	0.2
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	43.7
Students with Disabilities	14.9

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.10	88.17	34.50	65.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.87	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.81	1.50	2.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	4.64	10.90	20.71	12115.80	4.41
Unknown	0.90	6.25	5.40	10.29	18854.30	6.86
Total Teaching Positions	14.80	100.00	52.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

We are currently going through the process of updating and adopting new Health curriculum. History curriculum will follow soon after.

Year and month in which the data were collected	2022 January		
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Study Sync; Connect Ed through McGraw Hill Education Online, Renaissance 360	Yes	0
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell	Yes	0
Science	Miller and Levine Biology, Biology/Earth NGSS courses, Accelerated Learning STEMscopes, Chemistry/Earth and Physical Earth NGSS courses	Yes	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	No	0
Foreign Language	Barrons AP test prep, selected novels in Spanish	No	0
Health	Health; a Guide to Wellness, Glencoe, 2001	No	0
Visual and Performing Arts	Scorch	No	0
Science Laboratory Equipment (grades 9-12)	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.	Yes	0

School Facility Conditions and Planned Improvements

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 building. 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. In 2021, the school's security camera system was updated and an additional 15 cameras were installed.

Year and month of the most recent FIT report

October, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 405 needs paint and new carpeting.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			400's wing portables are moved up on the deferred maintenance schedule for replacement in the near future (budget/pending) due to dry rot, old leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	92	87.62	12.38	55.43
Female	51	46	90.20	9.80	56.52
Male	54	46	85.19	14.81	54.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	12	80.00	20.00	66.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	11	91.67	8.33	54.55
White	74	65	87.84	12.16	56.92
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	17	80.95	19.05	47.06
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	13	86.67	13.33	0.00

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	90	85.71	14.29	23.33
Female	51	45	88.24	11.76	22.22
Male	54	45	83.33	16.67	24.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	15	11	73.33	26.67	18.18
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	12	11	91.67	8.33	18.18
White	74	64	86.49	13.51	26.56
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	21	17	80.95	19.05	11.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	13	86.67	13.33	7.69

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	24.55	20	25.41	20.12	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	166	150	90.36	9.64	20
Female	76	72	94.74	5.26	19.44
Male	90	78	86.67	13.33	20.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	22	84.62	15.38	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	13	86.67	13.33	23.08
White	116	106	91.38	8.62	22.64
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	21	84	16	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100	0	5.56

2021-22 Career Technical Education Programs

Summerville High School offers several courses specifically focused on career preparation and preparation for work. During the 2021-2022 school year these courses include: Intro to Agriculture, Ag Biology, Advanced Animal and Plant, Ag Leadership, Manufacturing, Mechanics, General Automotive, Advanced Automotive, and Biomedical Pathways, and Human Body Systems. Biomedical Pathways and Human Body Systems are the first two courses of a 4 course pathway. The third course will be offered in addition to the first two during the 2022-2023 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 review, 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, and Biomedical.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	329
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	92.05
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.21

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. Weekly campus automated phone call updates and emails are sent to parents via School Messenger and email to keep them informed of events and health public health information. They also provide information about upcoming meetings and events, and encourage parent participation. At the start of each school year, administrators host an orientation for all parents who are new to the district, and a back-to-school night for all parents.

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 and 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.3	1.1		5.7	2.1		8.9	7.8
Graduation Rate		92	92.6		89.5	93.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	94	87	92.6
Female	43	39	90.7
Male	51	48	94.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	18	18	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	66	60	90.9
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	40	37	92.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	8	66.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	445	138	31.0
Female	194	189	60	31.7
Male	262	256	78	30.5
American Indian or Alaska Native	13	13	3	23.1
Asian	1	1	0	0.0
Black or African American	5	5	1	20.0
Filipino	2	2	0	0.0
Hispanic or Latino	79	78	19	24.4
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	44	43	12	27.9
White	309	301	103	34.2
English Learners	1	1	1	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	203	200	76	38.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	71	36	50.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.77	2.49	2.45
Expulsions	0.71	0.41	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.75	8.55	2.03	4.50	0.20	3.17
Expulsions	0.22	0.88	0.25	0.33	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.55	0.88
Female	8.25	0.52
Male	8.78	1.15
American Indian or Alaska Native	15.38	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.59	1.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.64	2.27
White	7.77	0.65
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.34	0.99
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.22	2.78

2022-23 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 four years. The safety plan is presented to the Governing Board in March of each year. The last approval was in March, 2022.

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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	16	1
Mathematics	24	8	14	2
Science	26	2	12	1
Social Science	27	1	13	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	14	4
Mathematics	22	11	14	2
Science	27	2	10	4
Social Science	23	5	10	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	12	2
Mathematics	22	12	11	3
Science	24	5	7	3
Social Science	24	3	14	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	477.78

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,048	\$4,279	\$17,769	\$95,546
District	N/A	N/A	\$17,105	
Percent Difference - School Site and District	N/A	N/A	3.8	-6.5
State	N/A	N/A	\$6,594	\$79,321
Percent Difference - School Site and State	N/A	N/A	91.7	18.6

2021-22 Types of Services Funded

There are many levels of services available to Summerville High 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, vocational training, and paraprofessional staff.

Tutoring: Tutoring is now offered 4 days per week after school with certificated instructors.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$50,126
Mid-Range Teacher Salary		\$61,890
Highest Teacher Salary		\$99,120
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$128,609
Superintendent Salary		\$145,986
Percent of Budget for Teacher Salaries	30%	27%
Percent of Budget for Administrative Salaries	8%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	17.7
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

Three full days are set aside each school year for inservice training for the teaching staff. In addition, monthly staff meetings are used for both the presentation of information, discussion, and professional development. Teachers are encouraged to attend professional development off campus as well. For example, AP Institutes, CAASPP trainings, and NGSS trainings for science teachers. This year our math and science departments received an additional 2 days of professional development.

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.

Focus during the 2021-2022 school year has included continuing professional development with a math trainer including training in High-yield Math Routines. To address an increase of students struggling with depression and anxiety as a result of the COVID pandemic, staff professional development has focused heavily on mental health support practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3