

Summerville High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	9-12
County-District-School (CDS) Code	55724135536750

2025-26 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	www.summbears.net

2025-26 School Description and Mission Statement

Summerville High School (SHS) is a comprehensive high school that averages around 400 students on a year-to-year basis. The Summerville Union High School District serves a total of 687 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) students represent about a third of the population on campus who attend classes with Summerville High students. This raises the number of students on campus to around 630 students each year.

Summerville High School and Connections share a principal. Summerville High and has two grade level coordinators (GLCs)

2025-26 School Description and Mission Statement

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 and facilities. To illustrate, we have 1:1 Chromebooks for all students on campus. We also continuously increase our bandwidth and work on improving technology infrastructure. All core teachers have also received televisions, Apple TVs or Google Chromecasts, and LCDs or new HD projectors 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. The pathways currently available for students are agriculture, biomedical pathways, computer science, robotics, and auto/mechanics/engineering.

Courses have shifted over the past three years for our students. We offer six 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 Freshman Seminar courses.

GUIDING PRINCIPLES: SUMMERVILLE UNION HIGH SCHOOL DISTRICT

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

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

The Core Values of our Professional Staff:

1. Improving Student Learning

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

2. Teamwork

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

3. Respect

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

4. Professionalism

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	150
Grade 10	127
Grade 11	136
Grade 12	95
Total Enrollment	508

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.6
Non-Binary	0.2
American Indian or Alaska Native	2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	22.2
Two or More Races	9.4
White	65.9
English Learners	0.6
Homeless	1
Socioeconomically Disadvantaged	45.9
Students with Disabilities	8.9

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.

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)	13.6	86.1	37.6	64.59	234405.2	84
Intern Credential Holders Properly Assigned	0.3	2.39	1.2	2.07	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	1.19	1.4	2.47	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	1.76	12	20.59	11953.1	4.28
Unknown/Incomplete/NA	1.3	8.43	5.9	10.23	15831.9	5.67
Total Teaching Positions	15.9	100	58.3	100	279044.8	100

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.

2022-23 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)	14.4	84.31	36.6	65.09	231142.4	83.24
Intern Credential Holders Properly Assigned	0.4	2.45	0.9	1.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	4.31	1.8	3.25	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	3.56	14.7	26.22	11746.9	4.23
Unknown/Incomplete/NA	0.9	5.25	2	3.65	14303.8	5.15
Total Teaching Positions	17.1	100	56.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16.4	87.85	38.6	67.91	230039.4	100
Intern Credential Holders Properly Assigned	0.4	2.25	0.9	1.74	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	6.05	1.9	3.5	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.94	14.6	25.68	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.8	0.6	1.14	13705.8	4.91
Total Teaching Positions	18.6	100	56.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.4	0.8
Misassignments	0.10	0.3	0.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.7	1.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0.6	0.4
Total Out-of-Field Teachers	0.20	0.6	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	10.5	10.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2026 January	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SConnect Ed through McGraw Hill Education Online, Renaissance 360	0
Mathematics	McGraw Hill - Reveal Algebra 1, Reveal Geometry, Reveal Algebra 2 - 2024	0
Science	Miller and Levine Biology, Biology/Earth NGSS courses, Accelerated Learning STEMscopes, Chemistry/Earth and Physical Earth NGSS courses	0
History-Social Science	Impact California Social Studies McGraw Hill - 2024 World History, Culture & Geography - 2024 United States History & Geography - 2024 Econ Alive! The Power to Choose - TC I- 2024 Government Alive! Power, Politics, and You- TCI - 2024	0
Foreign Language	Vista Higher Learning Spanish 1, 2, 3, 4, AP	0
Health	Health; a Guide to Wellness, Glencoe, 2022	0
Visual and Performing Arts		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.	0

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

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

School Facility Conditions and Planned Improvements

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

November, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC replacements in process
Interior: Interior Surfaces		X		Room 405 needs paint and new carpeting and has leaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			400 wing restrooms have floor damage and several sinks have been removed.
Safety: Fire Safety, Hazardous Materials	X			
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, pest damage, old leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	70	54	59	47	48
Mathematics (grades 3-8 and 11)	33	29	33	31	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	128	98.46	1.54	70.31
Female	56	55	98.21	1.79	70.91
Male	73	72	98.63	1.37	69.44
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	80.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	87	100.00	0.00	71.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	56	98.25	1.75	60.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	130	128	98.46	1.54	28.91
Female	56	55	98.21	1.79	25.45
Male	73	72	98.63	1.37	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	30	96.77	3.23	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	87	100.00	0.00	29.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	56	98.25	1.75	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.31	26.72	31.82	25.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	221	98.22	1.78	29.41
Female	96	95	98.96	1.04	30.53
Male	128	125	97.66	2.34	28.80
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	52	98.11	1.89	19.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	30.43
White	145	143	98.62	1.38	32.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	97	97.00	3.00	21.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

2024-25 Career Technical Education Programs

Summerville High School offers several courses specifically focused on career preparation and preparation for work. During the 2024-2025 school year these courses include: Intro to Agriculture, Ag Biology, Veterinary Science, Manufacturing, Mechanics, General Automotive, Advanced Automotive, Intro to Robotics, Intro to Programming and Biomedical Innovations, Medical Interventions and Human Body Systems. 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 Principal is currently the primary representative of the district's CTE advisory committee. Industries represented on the committee include Auto, Agriculture, Biomed, and Computer Science and Robotics.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	360
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20.7

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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
Grade 9	98.3	98.3	98.3	98.3	98.3

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.

2025-26 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 emails are sent to parents via School Messenger and email to keep them informed of events and other campus news. They also provide information about upcoming meetings and events, and encourage parent participation. At the start of each school year, administrators host an

2025-26 Opportunities for Parental Involvement

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 and is transitioning to ParentSquare for automated phone calls and messages. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.7	0.7	0	5.9	3.9	2	8.2	8.9	8
Graduation Rate	94.4	96.3	94.2	90.6	92.5	93	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	103	97	94.2
Female	46	43	93.5
Male	57	54	94.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	22	20	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	15	15	100.0
White	65	61	93.8
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	74	69	93.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	12	75.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	520	116	22.3
Female	254	251	67	26.7
Male	274	268	49	18.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	114	22	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	10	19.2
White	347	341	76	22.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	245	240	73	30.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	47	16	34.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.74	3.75	7.18	2.26	2.62	5.2	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.59	0.19	0.08	0.42	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.18	0.19
Female	2.36	0.00
Male	11.68	0.36
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.85
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	6.92	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.57	0.41
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.00	2.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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, 2025.

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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	10	2
Mathematics	24	7	13	3
Science	25	3	11	2
Social Science	25	6	8	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	14	10	3
Mathematics	19	13	10	2
Science	23	7	6	3
Social Science	25	7	6	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	16	8	6
Mathematics	24	7	8	6
Science	24	6	6	5
Social Science	24	7	3	9

2024-25 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	810

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$18,713	\$5,187	\$13,526	\$93,155
District	N/A	N/A	\$16,187	\$92,778
Percent Difference - School Site and District	N/A	N/A	-17.9	0.4
State	N/A	N/A	\$11,146	\$84,462
Percent Difference - School Site and State	N/A	N/A	19.3	9.8

Fiscal Year 2024-25 Types of Services Funded

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

Flex periods were implemented to the campus during the 2023-2024 school year. These classes are offered 4 times a week and offer a wide range of both intervention and enrichment help.

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.

A full time counselor services all students in the district to meet their mental health needs and works from the newly established on campus Wellness Center.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$53,636	\$54,938
Mid-Range Teacher Salary	\$76,122	\$77,181
Highest Teacher Salary	\$96,276	\$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$141,662	\$149,893
Superintendent Salary	\$206,485	\$173,469
Percent of Budget for Teacher Salaries	30%	25.33%
Percent of Budget for Administrative Salaries	6%	6.27%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.8
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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	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	1
Total AP Courses Offered	5

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

Professional Development

Four full days are set aside each school year for in-service 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, and vertical alignment PD offered through TCSOS.

The Special Education Coordinator attended the ACSA Special Education training in Palm Springs the last two years. Administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies , CPR and First Aide, ALICE, state mandated safety training and regular training as safety plan continues to be updated.

Professional Development in the 2022-2023 and the 2023-2024 school year has focused on department collaboration and alignment across grade levels and subject areas.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4