

Connections Visual and Performing Arts Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

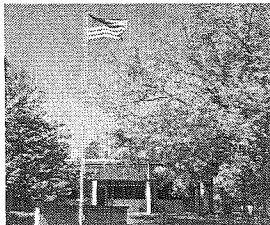
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



Diana Harford, Principal

Principal, Connections Visual and Performing Arts Academy

About Our School

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 222 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 an advanced theater productions course. This year, a new academy class has been added, Technical Theater. 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. At the March, 2015 administration, 98% of Connections sophomores passed the CAHSEE English/Language Arts test, and 97% passed the CAHSEE Math test. The three year average API for Connections for 2014 is 886.

Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club, "C.A.S.T.", which is the acronym for the "Creative Arts Support Team." There are also monthly meetings of the Connections Advisory Board, comprised of eight elected parents and the principal. On a regular basis, 15-20 parents attend the Advisory meetings to discuss budget, programs and upcoming events. Connections parents are also

active on the Summerville High School Site council and the WASC leadership team.

Contact

*Connections Visual and Performing Arts Academy
17555 Tuolumne Rd.
Tuolumne, CA 95379-9701*

*Phone: 209-928-4228
E-mail: धारford@summbear.net*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
District Name	Summerville Union High	School Name	Connections Visual and Performing Arts Academy
Phone Number	(209) 928-3498	Street	17555 Tuolumne Rd.
Superintendent	Robert Griffith	City, State, Zip	Tuolumne, Ca, 95379-9701
E-mail Address	rgriffith@summbears.net	Phone Number	209-928-4228
Web Site	http://www.summbears.k12.ca.us	Principal	Diana Harford, Principal
		E-mail Address	dharford@summbear.net
		Web Site	http://www.summbears.k12.ca.us
		County-District- School (CDS) Code	55724135530191

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

Connections Visual and Performing Arts Academy is a fully accredited charter school for students in grades 7-12 focusing on visual and performing arts, integrated with Summerville High School.

Connections VPAA opened in 2002, and now has 230 students. Students have the opportunity to work with voice coaches, choreographers, and accompanists in the vocal choir program. In theatrical productions, students are coached by directors, vocal directors, choreographers and have costumers and set designers to assist in creating professional-quality productions. Students in the ballet program are taught by a professional dance instructor, and both the dance and ballet classes perform in a recital at the end of the year. Band members are in the Orange Crush and the Zero Hibernation Jazz Band. Each year, film students screen their films at the Academy Film Festival, and several student films have been screened at independent film festivals. Under a grant from the California Arts Council, students in some art classes have been working with an artist in residence for specialized instruction in watercolor.

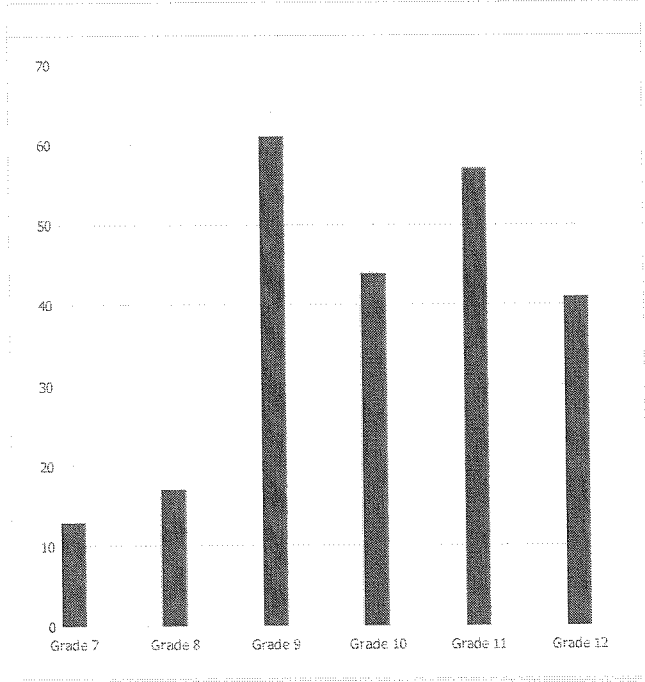
The maximum size for the 7th-8th grade program is 30 students. In addition to their challenging academic classes, all 7th and 8th grade students enroll in Choir, Theater and Instrumental Music. The maximum enrollment for the 9th-12 grade program is 200 students. Students are required to enroll in at least two visual or performing arts classes and maintain strong academic standing.

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

Last updated: 2/2/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	13
Grade 8	17
Grade 9	61
Grade 10	44
Grade 11	57
Grade 12	41
Total Enrollment	233



Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	3.9 %
Asian	2.0 %
Filipino	1.3 %
Hispanic or Latino	7.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	84.2 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	26.0 %
English Learners	0.0 %
Students with Disabilities	6.0 %
Foster Youth	0.0 %

Last updated: 1/29/2016

A. Conditions of Learning

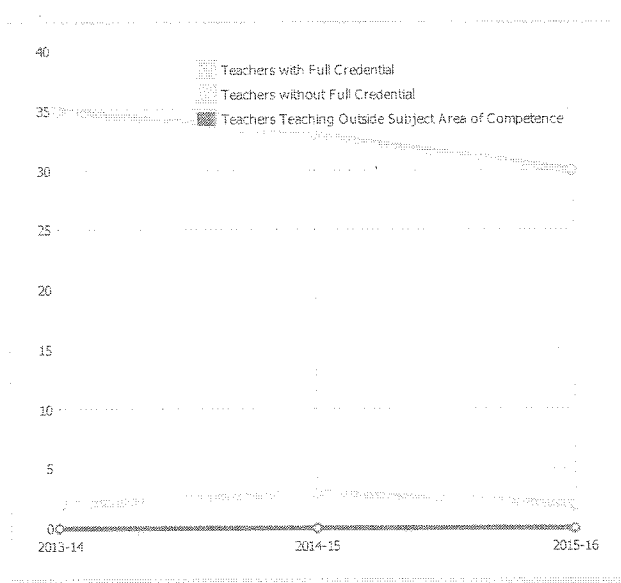
State Priority: Basic

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

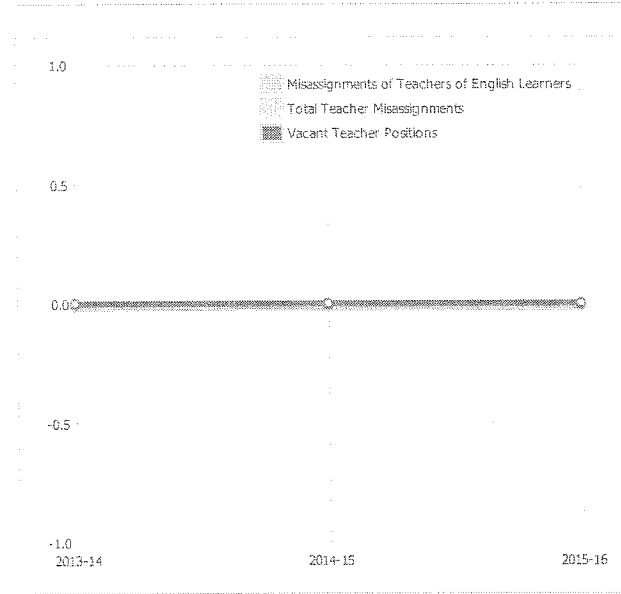
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	35	33	30	39
Without Full Credential	2	3	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts; third, fourth and sixth course; Holt, Rinehart and Winston Riverside Anthology of Literature; Houghton, Mifflin, Harcourt	Yes	0.0 %
Mathematics	Big Ideas Integrated Math I, II and III; Houghton Mifflin Harcourt; Larson and Boswell	Yes	0.0 %
Science	College Physics: A Strategic Approach; Pearson.	Yes	0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health	Health; Glencoe/McGraw Hill	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpm (Grades 9-12)			0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Summerville Union High School District had a site inspection in September 2015. The overall facility ranking gave Summerville District an exemplary school rating with the school meeting 100% on all standards or repair.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

System Inspected	Rating	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 Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating Exemplary

Last updated: 1/29/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	56.0%	44.0%
Mathematics (grades 3-8 and 11)	40.0%	22.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/29/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	12	100.0%	8.0%	25.0%	50.0%	8.0%
Male	12	3	25.0%	--	--	--	--
Female	12	9	75.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	1	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	11	91.7%	0.0%	27.0%	55.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	17	100.0%	6.0%	29.0%	41.0%	24.0%
Male	17	9	52.9%	--	--	--	--
Female	17	8	47.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	17	1	5.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	1	5.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	14	82.4%	0.0%	29.0%	50.0%	21.0%
Two or More Races	17	1	5.9%	--	--	--	--
Socioeconomically Disadvantaged	17	2	11.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	52	96.3%	6.0%	25.0%	33.0%	35.0%
Male	54	18	33.3%	11.0%	6.0%	39.0%	44.0%
Female	54	34	63.0%	3.0%	35.0%	29.0%	29.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	54	2	3.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	54	5	9.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	54	44	81.5%	7.0%	30.0%	30.0%	32.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	54	4	7.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/22/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	0	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	12	11	91.7%	9.0%	27.0%	55.0%	0.0%
Male	12	3	25.0%	--	--	--	--
Female	12	8	66.7%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	12	1	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	12	10	83.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	17	100.0%	18.0%	35.0%	18.0%	29.0%
Male	17	9	52.9%	--	--	--	--
Female	17	8	47.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	17	1	5.9%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	17	1	5.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	17	14	82.4%	14.0%	36.0%	21.0%	29.0%
Two or More Races	17	1	5.9%	--	--	--	--
Socioeconomically Disadvantaged	17	2	11.8%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/22/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	52	96.3%	44.0%	19.0%	29.0%	6.0%
Male	54	18	33.3%	33.0%	39.0%	17.0%	11.0%
Female	54	34	63.0%	50.0%	9.0%	35.0%	3.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	54	2	3.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	54	5	9.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	54	44	81.5%	52.0%	14.0%	27.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	54	4	7.4%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/22/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	76.0%	68.0%	82.0%	66.0%	63.0%	71.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71.0%
All Students at the School	82.0%
Male	100.0%
Female	82.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	86.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

Career Technical Education Programs (School Year 2014-15)

- Agriculture
- Business
- Industrial Arts
- Law Enforcement
- Elementary Teaching Assistant
- Multi Media
- Photography
- Film/Animation

Last updated: 1/22/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	80
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	70.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.0%

Last updated: 1/22/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	57.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	57.0%

State Priority: Other Pupil Outcomes

Last updated: 1/22/2016

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	88.0%	82.0%	85.0%	73.0%	60.0%	59.0%	57.0%	56.0%	58.0%
Mathematics	71.0%	75.0%	88.0%	61.0%	60.0%	59.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/22/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if

applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41.0%	21.0%	38.0%	41.0%	39.0%	20.0%
All Students at the School	15.0%	18.0%	67.0%	13.0%	43.0%	45.0%
Male	9.0%	27.0%	64.0%	0.0%	55.0%	45.0%
Female	18.0%	14.0%	68.0%	17.0%	38.0%	45.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	13.0%	16.0%	71.0%	9.0%	41.0%	50.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	25.0%	33.0%	42.0%	25.0%	42.0%	33.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/22/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	--	50.0%	50.0%
9	--	--	--

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.

Last updated: 1/29/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents of students in Connections VPAA are encouraged to participate in our Connections Advisory Board Meetings. The Advisory Board meets once monthly in the evening, and consists of 8 parents and the principal. The board members are able to officially vote on action items, but all parents and teachers are encouraged to attend and share ideas. There are regularly 15-20 parents in attendance. Immediately following the Advisory meeting, the performing arts booster group, CAST, holds their meeting. Parents are asked to volunteer in decorating, costuming, and organizing plays and concerts, as well as chaperoning music groups to festivals and performances. Connections parents also sit on the Summerville High School Site Council, Bond oversight committee, and regularly attend district governing board meetings. In addition, all parents in the District were surveyed recently to receive their input on our implementation of 1:1 devices for all students in school.

The Summerville Union High School Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

State Priority: Pupil Engagement

Last updated: 2/2/2016

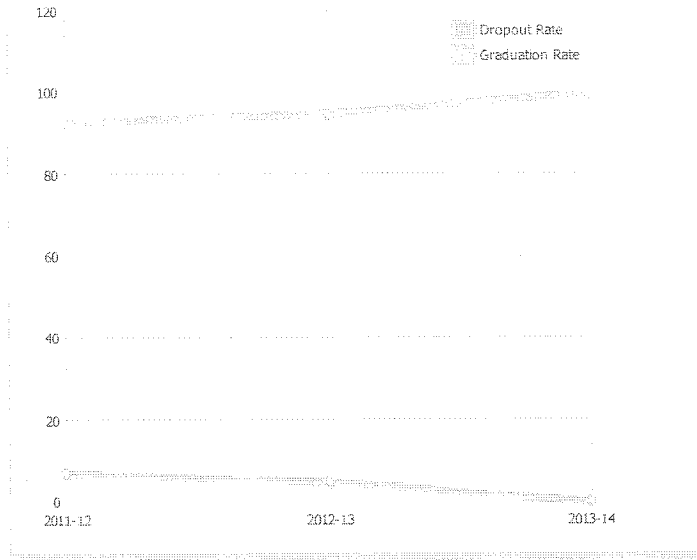
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.1%	5.0%	0.0%	7.7%	12.1%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	92.90	95.00	100.00	92.30	87.90	94.40	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/29/2016

Completion of High School Graduation Requirements

Graduating Class of 2014

Student Group	School	District	State
All Students	100	126	84
Black or African American	100	100	76
American Indian or Alaska Native	100	80	78
Asian	0	100	92
Filipino	100	0	96
Hispanic or Latino	0	100	81
Native Hawaiian or Pacific Islander	0	--	83
White	100	100	89
Two or More Races	100	100	82
Socioeconomically Disadvantaged	100	97	81
English Learners	100	0	50
Students with Disabilities	100	100	61
Foster Youth	--	--	--

State Priority: School Climate

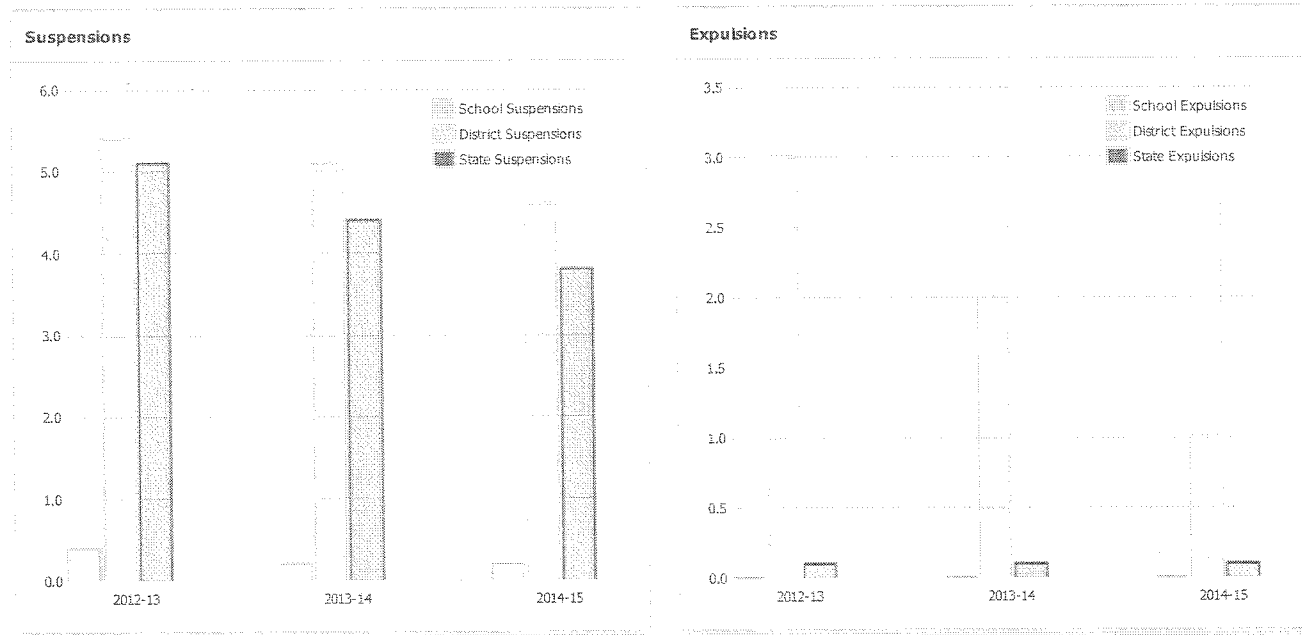
Last updated: 1/29/2016

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.4	0.2	0.2	5.4	5.1	4.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	3.0	2.0	1.0	0.1	0.1	0.1



Last updated: 1/29/2016

School Safety Plan - Most Recent Year

In September, 2015, the Summerville High School District reviewed, updated and approved our School Safety Plan. The Summerville High School Board approved this plan in September, 2015.

Key Elements to the plan:

Duck and Cover - Shelter in Place / Lockdown - Secure School / Evacuation - School Closure / Intruder - Hostage Situation /

Weapons, Bombs and Other Threats / Student Unrest - Civil Disturbance / Medical Emergency - Psych. Crisis /

Explosion or Risk of Explosion / Hazardous Spill or Release / Fire - Smoke / Weather Emergencies / Earthquake / Power, Utilities Failure /

Aircraft or Vehicle Crash / Animal Disturbance / Emergency Phone Numbers / Media and Public Information / Campus Maps

Last updated: 1/29/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	Yes	
Met Percent Proficient - Mathematics	N/A	Yes	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/29/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Average Class Size	2012-13			2013-14			2014-15				
		Number of Classes *			Number of Classes *			Number of Classes *				
		1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	6	16	6	25.0	8	18	4	25.0	8	16	5
Mathematics	24.0	10	17	3	23.0	13	14	3	24.0	12	13	3
Science	24.0	9	10	6	26.0	4	16	2	27.0	7	9	7
Social Science	27.0	3	11	2	27.0	2	13	3	27.0	2	12	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.

Last updated: 1/29/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	233.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$63966.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

Summerville High School and Connections Visual and Performing Arts Academy offer a number of supplemental programs and services for students. These include an after school tutoring program, math support classes, and language arts development classes. This year, a new RTI math class was offered to assist students working below grade level to complete Math I. An SAT prep workshop was offered for the first time in many years in September, 2013 to prepare students for the October administration of the SAT. Each year, a GATE course is offered so students may enroll in a challenging elective course. A crises counselor is also available on campus 2.5 days per week.

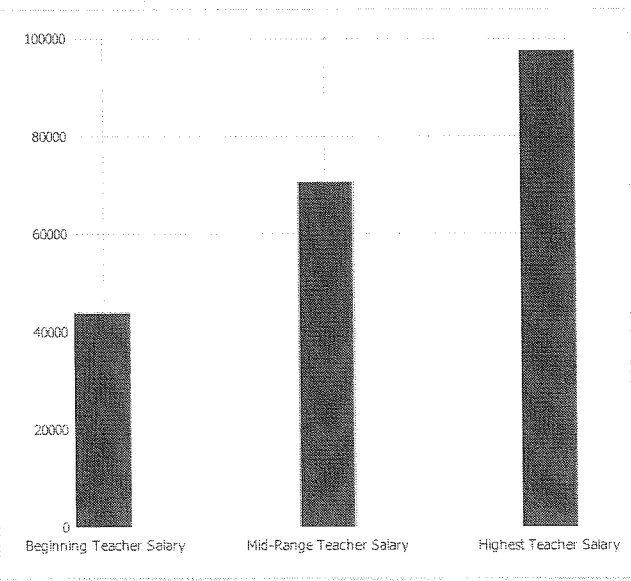
Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

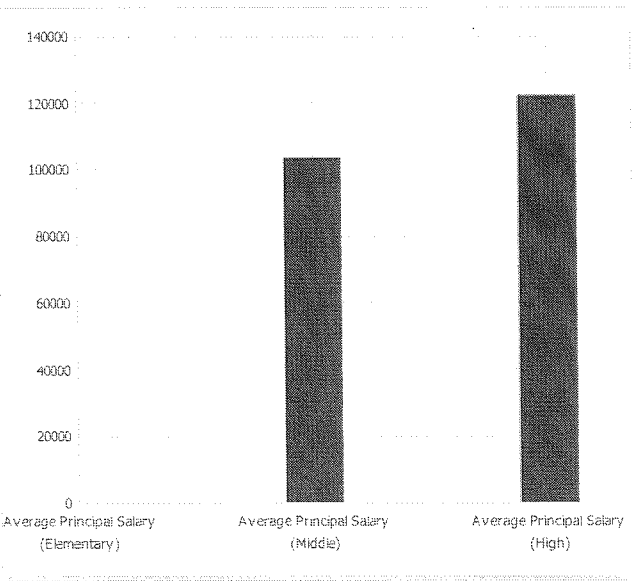
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,831	\$42,003
Mid-Range Teacher Salary	\$70,668	\$60,808
Highest Teacher Salary	\$97,414	\$81,488
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	\$103,661	\$103,661
Average Principal Salary (High)	\$122,269	\$106,270
Superintendent Salary	\$144,200	\$125,241
Percent of Budget for Teacher Salaries	37.0%	29.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/dfs/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/29/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science		N/A
Social Science	1	N/A
All Courses	5	23.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/29/2016

Professional Development – Most Recent Three Years

Summerville High School and Connections VPAA--especially when reflecting upon the new Common Core curriculum--have placed a heavy emphasis on professional development, specifically in regards to our English and math departments. After reviewing STAR results, evaluating CaHSEE scores, and mulling over DataDirector exams in English, teachers in these departments--and administration--saw a need to help train teachers in these areas, aligning this training with the new CC standards and curriculum. Teachers in these core areas attended three-day workshops geared towards Common Core alignment and assessments last Spring and attended a day-long workshop this past November (hosted by Tuolumne County Office of Education) to help facilitate the transition to CCSS. There is an ongoing effort with Tuolumne County Office of Education to continue professional development across ALL subject areas. Teachers are also attending trainings to help nurture the technological skills needed to implement the new Smarter Balanced testing, as they will proctor these exams in the Spring. During this time of transition, teachers are supported through Professional Learning Communities, where they are systematically implementing--and evaluating--ways to assess students and provide them with the resources to be successful in all subjects. These meetings are bi-weekly and are an hour long. An administrator listens to the needs of the staff, reporting back to the SUHS superintendent. Teachers are encouraged--independently and within their departments--to attend trainings, workshops, and conferences so as to move forward with CCSS and meet the needs of their students. To illustrate, a cohort of English teachers are attending an all-day, Saturday training to work with assessing students through technology. This type of effort is ongoing. In addition, the Connections VPAA Principal is attending an 80 hour professional development training on curriculum and instruction and is able to share the materials and knowledge from this course with administrative and teaching staff.

Last updated: 1/29/2016