

Connections Visual and Performing Arts Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/k/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Diana Harford, Principal

Principal, Connections Visual and Performing Arts Academy

About Our School

Connections Visual and Performing Arts Academy

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 231 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. 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, 2012 administration, 100% of Connections sophomores passed the CAHSEE English/Language Arts test, and 97% passed the CAHSEE Math test. The API for Connections for 2012 is 910, and for 2013 is 868.

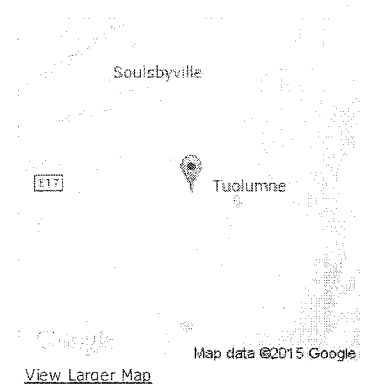
Parent involvement is a critical element of the success of the Connections VPAA and its students. Parents have formed an active booster club, "C.A.S.T.", which is the acronym for the "Creative Arts Support Team." There are also monthly meetings of the Connections Advisory Board, comprised of eight elected 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.

Opening a separate school on the campus of an existing comprehensive high school with its own strong traditions, strong community support, and a strong identity has not been without challenges, for students and staff. The two schools have adapted to questions of class ranking, school colors and mascots, participation in activities, graduation ceremonies and opportunities in electives. The students of both schools are completely integrated into the academic program, and a visitor to the campus would not be able to distinguish a difference between students of either school.

Contact

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Tuolumne, CA
95379-9701

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About This School

Contact Information - Most Recent Year

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

Last updated: 1/15/2015

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 work with an artist in residence for specialized instruction in watercolor.

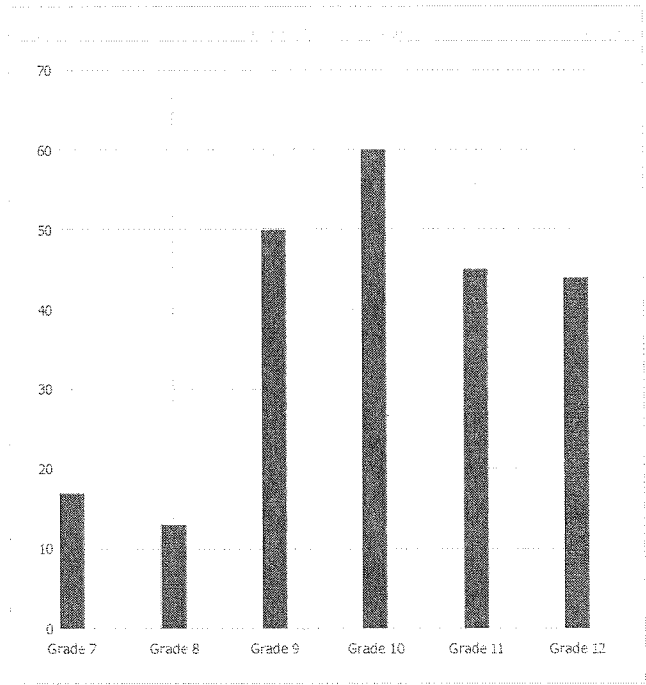
The maximum size for the 7th-8th grade program is 30 students. In addition to their challenging academic classes, all 7th and 8th grade students enroll in Choir, Theater and Instrumental Music. The maximum enrollment for the 9th-12 grade program is 200 students. Students are required to enroll in at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

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

Last updated: 1/15/2015

Student Enrollment by Grade Level (School Year 2013-14)

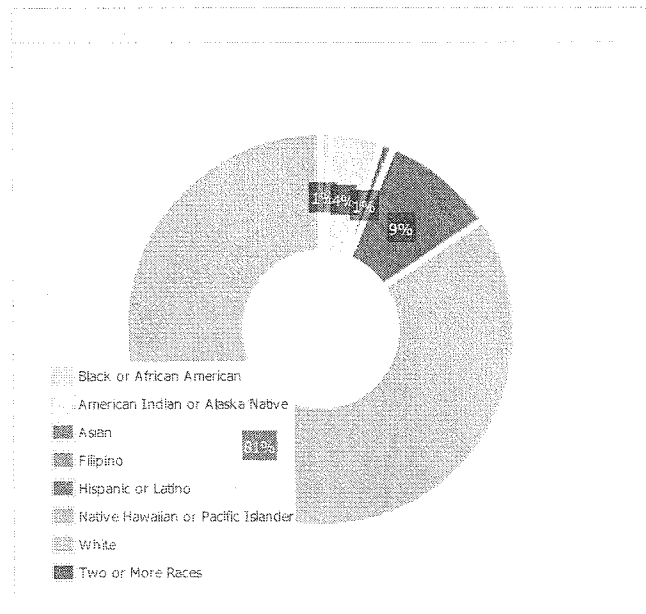
Grade Level	Number of Students
Grade 7	17
Grade 8	13
Grade 9	50
Grade 10	60
Grade 11	45
Grade 12	44
Total Enrollment	229



Last updated: 1/15/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	4.7
Asian	1.7
Filipino	0.4
Hispanic or Latino	9.1
Native Hawaiian or Pacific Islander	0.4
White	81.5
Two or More Races	0.4
Socioeconomically Disadvantaged	27.6
English Learners	0.0
Students with Disabilities	3.0



Last updated: 1/15/2015

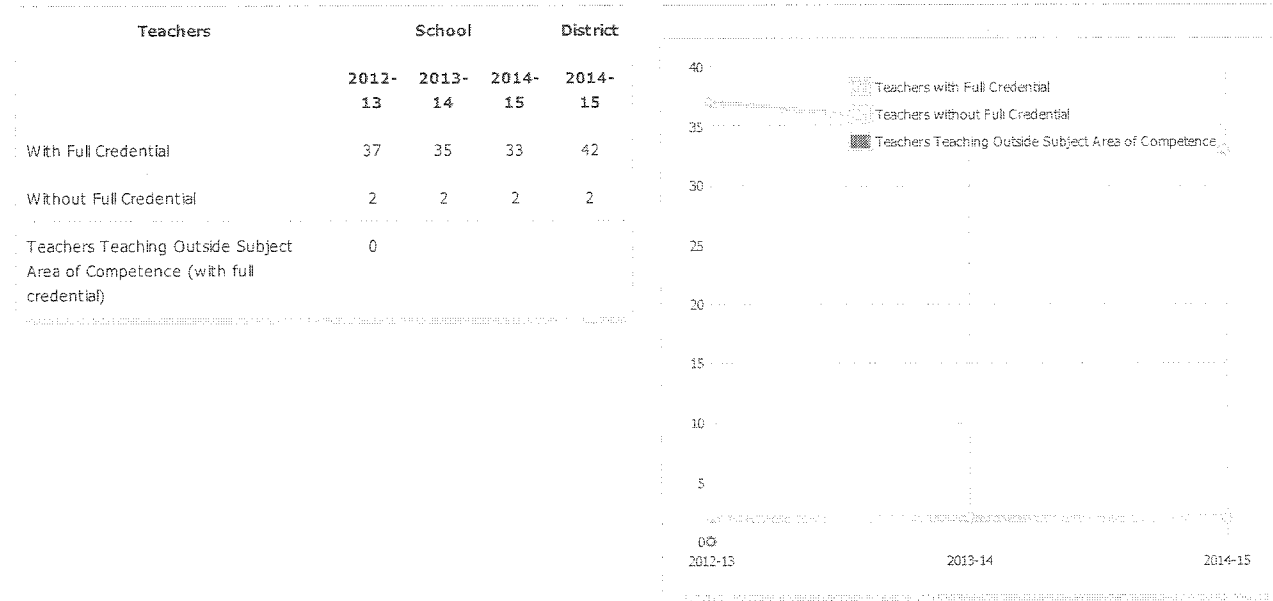
A. Conditions of Learning

State Priority: Basic

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

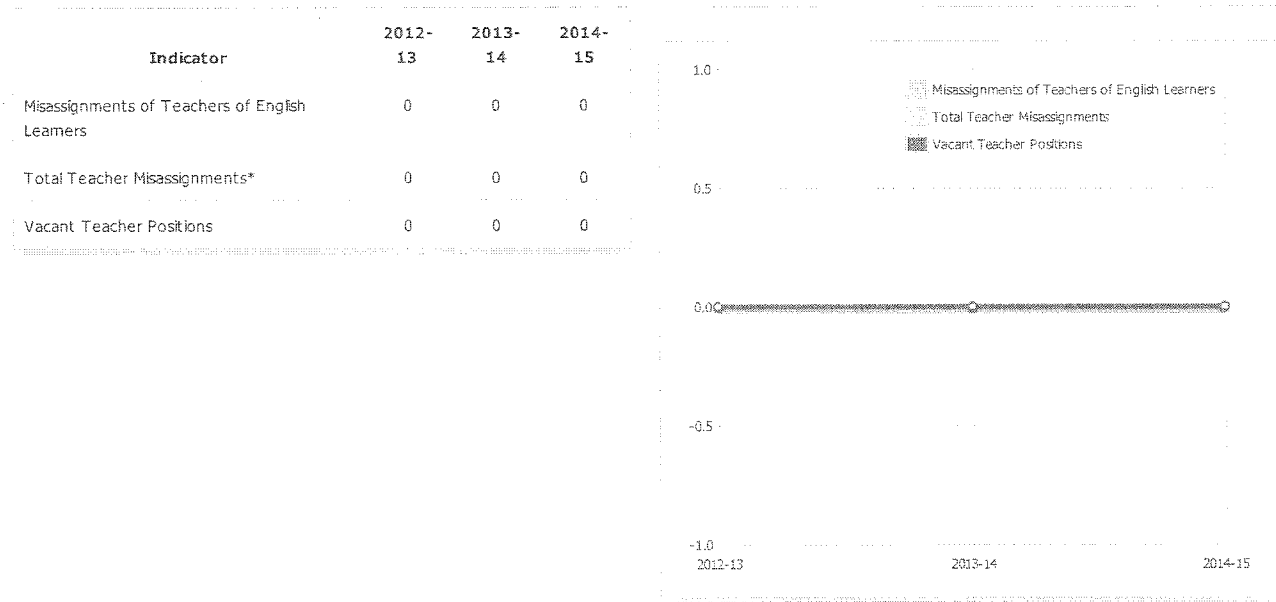
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials



Last updated: 1/15/2015

Teacher Misassignments and Vacant Teacher Positions



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: 1/15/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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.

Last updated: 1/15/2015

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

Year and month in which data were collected: December 2014

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	Precalculus with Limits; Brooks/Cole Cengage Learning Calculus of a Single Variable AP Edition; Brooks/Cole Cengage Stats Modeling the World; AP Edition; Addison-Wesley Currently, textbooks for Math I, II and III are being piloted for new common core standards	Yes	0.0
Science	Modern Earth Science; Holt Rinehart Winston Miller and Levine Biology; Pearson Modern Chemistry; Holt, Rinehart, Winston Conceptual Physics; Prentice Hall Physics Principles and Problems; Glencoe/McGraw Hill	Yes	0.0
History-Social Science		Yes	0.0
Foreign Language	Conexiones: Comunicacion y Cultura; Prentice Hall Graded Spanish Reader; Prentice Hall		0.0
Health	Health; Glencoe/McGraw Hill		0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/15/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Summerville Union High School District had it's last site inspection, September 26, 2014. The overall facility ranking gave Summerville District an exemplary school rating with the school meeting 100% on all standards or repair.

Last updated: 1/15/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Rating	Exemplary
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Last updated: 1/15/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	79	77	69	61	59	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/22/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	69
Male	82
Female	61
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	68
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/22/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	90%	85%	80%	55%	61%	57%	54%	56%	55%
Mathematics	48%	51%	35%	29%	37%	30%	49%	50%	50%
History-Social Science	69%	77%	70%	39%	52%	50%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/15/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	10	10	N/A

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/22/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	24	20	-31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	23	20	-30
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/22/2015

Career Technical Education Programs (School Year 2013-14)

Measure	CTE Program Participation
Agriculture	
Business	
Industrial Arts	
Law Enforcement	
Elementary Teaching Assistant	
Multi Media	
Photography	
Film/Animation	

Last updated: 1/22/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	50
Percent of pupils completing a CTE program and earning a high school diploma	100.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0

Last updated: 1/15/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	50.0

State Priority: Other Pupil Outcomes

Last updated: 1/15/2015

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

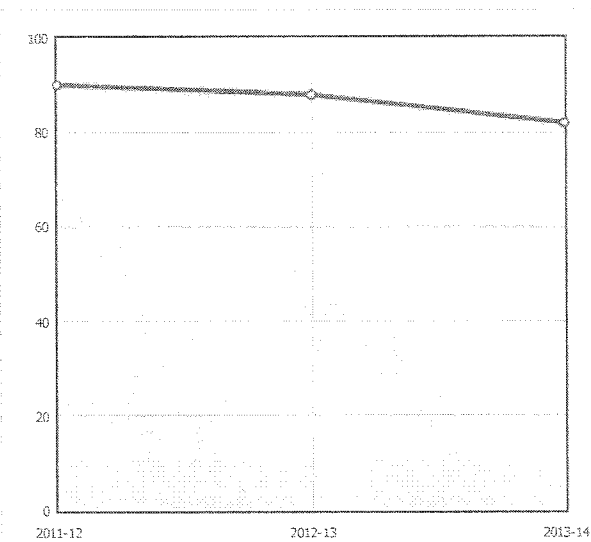
- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

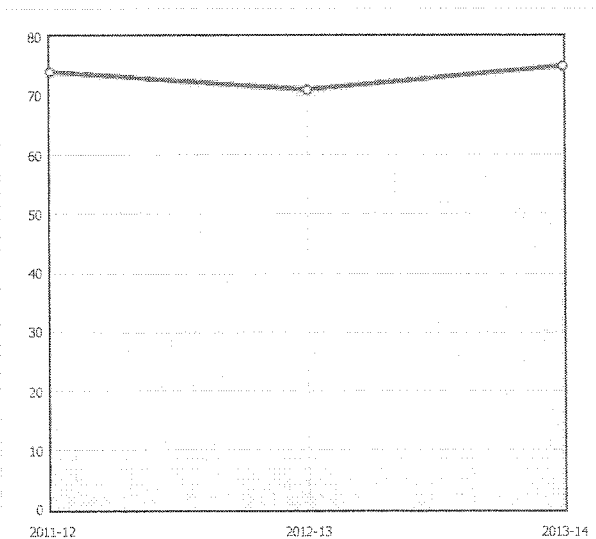
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	90%	88%	82%	68%	73%	60%	56%	57%	56%
Mathematics	74%	71%	75%	57%	61%	60%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/15/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40%	22%	38%	40%	44%	16%
All Students at the School	15%	20%	65%	25%	45%	30%
Male	25%	10%	65%	11%	61%	28%
Female	14%	20%	66%	31%	37%	31%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	21%	15%	65%	26%	48%	26%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	20%	13%	67%	40%	40%	20%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/15/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	29.4%	29.4%	29.4%
9	15.2%	32.6%	41.3%

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: 1/15/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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.

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: 1/15/2015

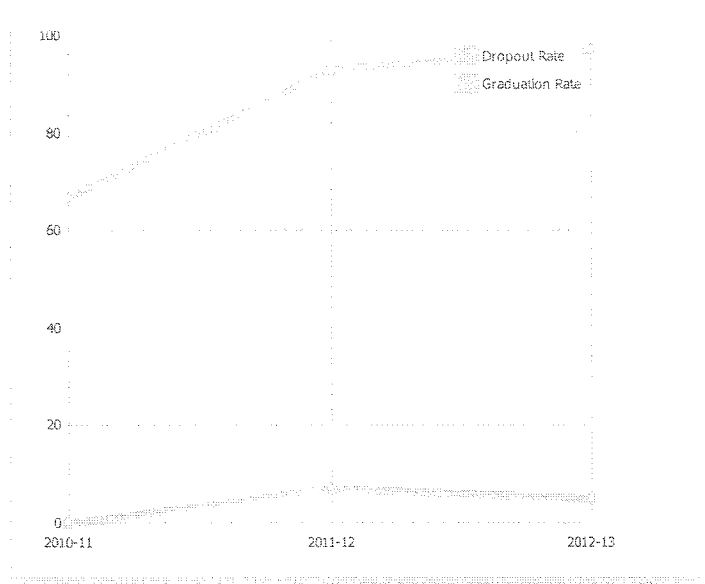
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	7.1	5.0	7.1	7.7	12.1	14.7	13.1	11.4
Graduation Rate	66.67	92.86	97.0	98.0	98.0	99.0	77.14	78.87	80.44

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



Last updated: 1/15/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	32	172	84
Black or African American	1	4	75
American Indian or Alaska Native		8	77
Asian		2	92
Filipino		1	92
Hispanic or Latino		9	80
Native Hawaiian or Pacific Islander			84
White	31	87	90
Two or More Races		12	89
Socioeconomically Disadvantaged	6	38	82
English Learners			53
Students with Disabilities	1	11	60

State Priority: School Climate

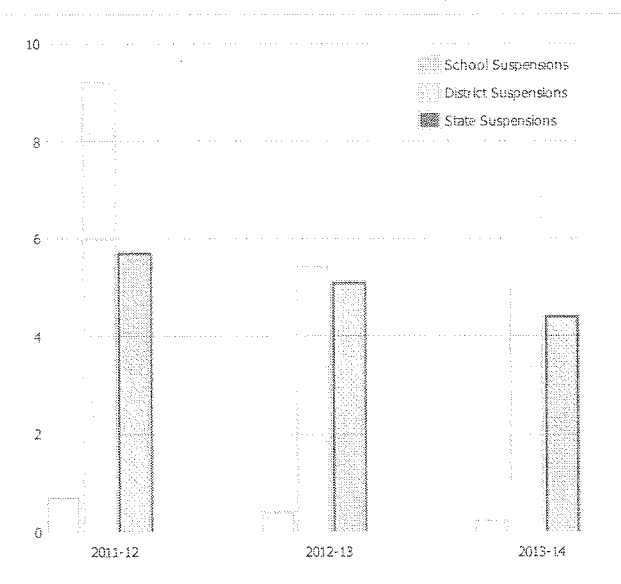
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

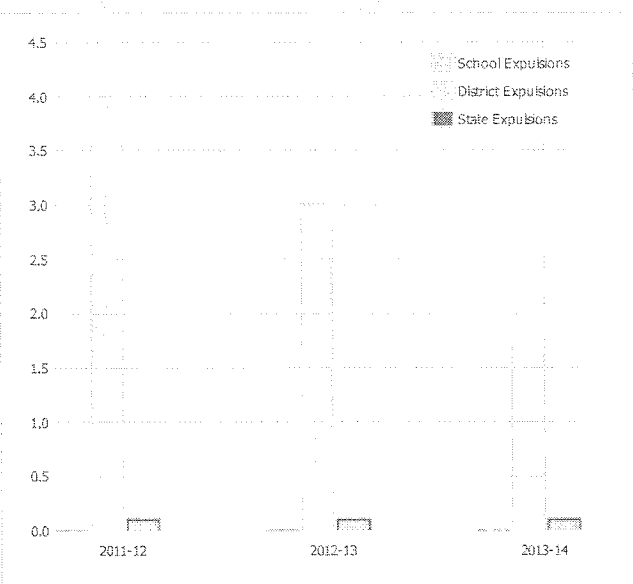
Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.70	0.40	0.20	9.20	5.40	5.10	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	4.00	3.00	2.00	0.10	0.10	0.10

Suspensions



Expulsions



Last updated: 1/15/2015

School Safety Plan - Most Recent Year

In 2013, the Summersville High School District reviewed, updated and approved our School Safety Plan. The Summersville High School Board approved this plan April, 10, 2013. Summersville High School District received support from Ken Fitzgerald of Stanislaus County office of Education under the Readiness and Emergency Management for schools (REMS) grant to refine our plan. The REMS grant provided classroom kits and incident command kits for the district.

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: 1/15/2015

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 2013-14)

AYP Criteria	School	District
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	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met Graduation Rate	Yes	Yes

Last updated: 1/22/2015

Federal Intervention Program (School Year 2014-15)

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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/22/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12					2012-13					2013-14				
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *				
		1-20	21-32	33+		1-20	21-32	33+		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: 1/15/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size	2011-12			Average Class Size	2012-13			Average Class Size	2013-14		
		Number of Classes *				Number of Classes *				Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.1	0	7	2	27.0	6	16	6	25.0	8	18	4
Mathematics	25.8	1	4	0	24.0	10	17	3	23.0	13	14	3
Science	26.6	2	6	1	24.0	9	10	6	26.0	4	16	2
Social Science	29.8	0	5	1	27.0	3	11	2	27.0	2	13	3

* 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: 1/15/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	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: 1/15/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,626	\$196	\$6,430	\$70,879
District	N/A	N/A	\$17,189	\$71,420
Percent Difference – School Site and District	N/A	N/A	62.50%	1.00%
State	N/A	N/A	\$4,690	\$62,296
Percent Difference – School Site and State	N/A	N/A	27.00%	8.70%

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

Last updated: 1/15/2015

Types of Services Funded (Fiscal Year 2013-14)

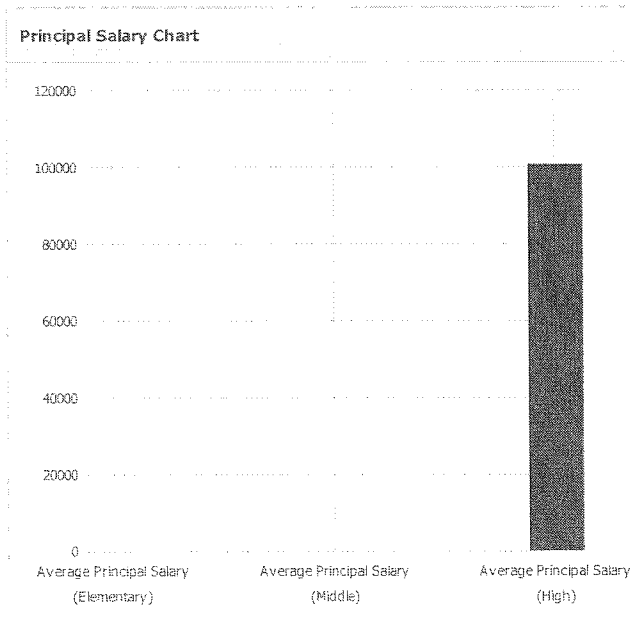
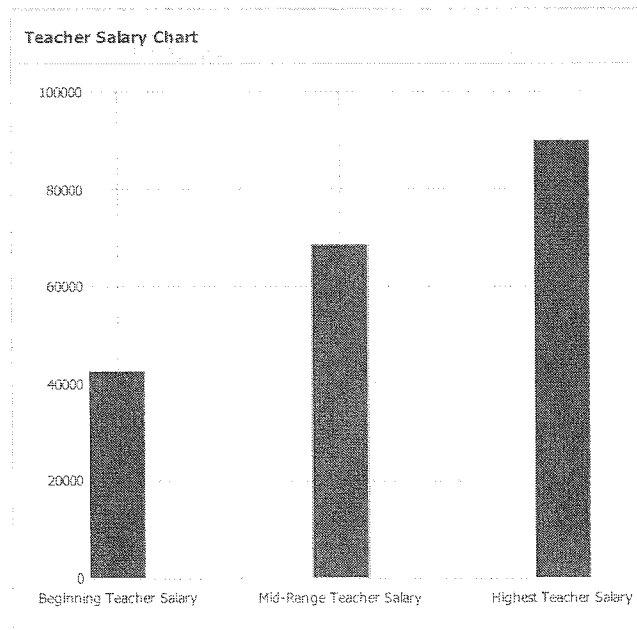
Summerville High School and Connections Visual and Performing Arts Academy offer a number of supplemental programs and services for students. These include an after school tutoring program, math support classes, and language arts development classes. This year, a new RTI math class was offered to assist 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: 1/15/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,554	\$40,821
Mid-Range Teacher Salary	\$68,616	\$59,345
Highest Teacher Salary	\$89,997	\$77,992
Average Principal Salary (Elementary)	\$00	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$100,642	\$116,119
Superintendent Salary	\$150,000	\$138,050
Percent of Budget for Teacher Salaries	40.0%	35.0%
Percent of Budget for Administrative Salaries	17.0%	10.0%

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



Last updated: 1/15/2015

Advanced Placement Courses (School Year 2013-14)

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	1	N/A
Science		N/A
Social Science	1	N/A
All Courses	4	18.0

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

*Where there are student course enrollments.

Last updated: 1/15/2015

Professional Development – Most Recent Three Years

Summersville 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 attended 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: 1/15/2015