

# Summerville High

## 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/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### David Johnstone, Principal

Principal, Summerville High

## About Our School

### Summerville High School

Summerville High School is located in the foothills of the central Sierra along the chaparral/oakwood ecosystem. Oaks, buck brush, manzanita, and bull pines with a scattering of ponderosa pine grace the surrounding hills. The school, housed at an elevation of 2,605 feet, has a four-season year. Temperatures range from the mid-teens to over 100 degrees. Sun, rain, fog, hail, and snow occur during the year.

Summerville High School (SHS) is a comprehensive high school of 444 students. The Summerville Union High School District includes 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, all 232 of them, attend classes with Summerville High students. This raises the number of students on campus to 676. The 50-year old facility serves the eastern portion of Tuolumne County. Tuolumne County is rural and covers a large geographical area. Some of our students travel up to thirty miles each day to school and a large number are bussed because the campus is not within walking distance of any neighborhoods. The county is supported by tourism, a reduced timber industry, retail and service occupations, as well as the local Black Oak Casino.

In 1854, the town site of Summersville was created. The town later became known as Carter's and in 1899 West Side Lumber and Flume Company established its own post office. The name given to the new post office Tuolumne (pronounced too-WAH-la-me). Tuolumne's name translate to "cluster of stone huts" relating to Mi-Wuk Indian dwellings. The name Summerville comes from the first of three names given to Tuolumne. Upon the naming of the school in 1911, the second "S" was lost and the name has remained Summerville.

Summerville High School has a principal and two grade level coordinators (GLCs). The GLCs' duties include counseling, scheduling, discipline, career guidance, and teacher evaluations. 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 enrollment peaked in 2000-2001 with 780 students. The campus has been thoroughly modernized with updated technology. To illustrate, this year (2014-2015), we have phased out of an iPad piloting program for more than 120 students and the majority of our teachers; this year, all juniors, seniors, and students in resource and special education have iPads. We also increased our band width and continue to build our infrastructure to prepare for the new state testing, Smarter Balanced Assessments. Voters passed an 8.2 million dollar bond in 2012 to help with improvements to our sport fields, facility updates, and technology. During the last bond, modifications were made to provide new classrooms, a gymnasium annex, a performing arts theatre, a band room, a library and a computer lab were added to enhance the educational opportunities for the students. The district

has formed a Bond Advisory Council, a Bond Oversight Committee, and just this past Fall, we welcomed the grand opening of our new sport's complex.

Retooling for Common Core is now in full-implementation, Summerville High School has welcomed this opportunity to help our students learn to be critical thinkers and problem solvers. To help support our teachers while they embrace this new way of thinking in education, Summerville High School has opened the doors to a variety of different learning opportunities to help them succeed. Just this past year, we changed our school bell schedule to include PLCs twice a month. Here, teachers are able to share best practices, review rubrics, create assessments, analyze data, and create lessons tied to the new Common Core standards. Our teams have already been successful: creating common SMART goals, identifying areas of critical need in each core subject, and building assessments/writing prompts tied to the CC rubrics. Our plan is to continually nurture these groups as they continue to analyze data, write assessments, create common language, and begin working across curriculum to help all of our students succeed.

SUHSD continues to support PLCs, Summerville High School also had three of its departments—English, Math, and Science—meet over the summer of 2014 to continue laying the framework for the Common Core curriculum, building lessons, creating assessments, and organizing common rubrics. Half of the SHS staff members were also sent to the Common Core training provided by the Tuolumne County Office of Education. All teachers attended a Common Core training on November 10, 2014, which was hosted by TCOE (on our site); our in-service days are also devoted to helping our teaching staff transition into Common Core. The training is ongoing and the doors to professional development are open to all staff members interested in attending more CC-aligned trainings. All teachers also received online logins and access to the new Common Core Digital Library; they also are being trained in the Smarter Balanced assessments—how they are formatted and how to help students prepare for them.

While students' academic success is always at the forefront of our minds, building character is also an integral part of our focus at Summerville High School. Therefore, the staff decided to build a Character Counts program last year to insure that our students understand the importance of marrying academia with character. Members of our staff attended a CC training in Southern California two years ago and presented the program and their findings to the entire SHS staff, who then decided to implement the program this last Fall. This year, a quote of the week that speaks to the monthly character trait is read over the morning announcements; we have also created a Character Council, comprised of administrative and teaching staff members. Staff member continue to award students "Character Counts Nomination Forms," which were created to acknowledge students exemplifying strong character. Our hope is to be a "world-class" school and it is only through fostering good character that we will achieve this goal. Our API score for 2014 was 804.

The student population of Summerville High School, including Connections Visual and Performing Arts Academy, is primarily Caucasian. During the 2014-2015 school year, the following ethnic groups are represented: African American, 2%; American Indian or Alaskan Native, 7%; Chinese, 1%; Vietnamese, 1%; White, 78%; Filipino, 1%; Hispanic or Latino, 13%; Native Hawaiian or Pacific Islander, 1%; Asian, 1%; Pacific Islander, 1%. Over the past five years, there have been very few English Language Learners enrolled at SHS, and during the current school year, all students are fluent in English. According to CBEDS, 41.3 % of students participate in the free and reduced lunch program.

The number of special needs students has increased over the past five years. Currently, SHS has 39 enrolled students with a 504 plan and 64 with an active IEP. These students are monitored by our resource and special education teachers.

Students on campus are very active in athletics and the performing arts. According to the student survey, 62% participate in after school athletics, and 43% are involved in performing arts activities, such as band, choir, or theatre arts. Jazz @ 8, the choral jazz group is well known in the county and performs in a variety of venues around the state each year. Sixty-one percent of our students believe we have enough clubs on campus.

After graduating from SHS, approximately 20% of graduating seniors attend four-year colleges or universities, while 70% continue their education in community colleges. A handful of students each year enlist in the military or immediately enter the work force.

## Contact

17555 Tuolumne Rd.  
Tuolumne, CA  
95379-9701

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E-mail: [djohnstone@summbears.k12.ca.us](mailto:djohnstone@summbears.k12.ca.us)



[View Larger Map](#)

# About This School

## Contact Information - Most Recent Year

School	
<b>School Name</b>	Summerville High
<b>Street</b>	17555 Tuolumne Rd.
<b>City, State, Zip</b>	Tuolumne, Ca, 95379-9701
<b>Phone Number</b>	209-928-4228
<b>Principal</b>	David Johnstone, Principal
<b>E-mail Address</b>	<a href="mailto:djohnstone@summbears.k12.ca.us">djohnstone@summbears.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	55724135536750

District	
<b>District Name</b>	Summerville Union High
<b>Phone Number</b>	(209) 928-3498
<b>Web Site</b>	<a href="http://www.summbears.k12.ca.us">http://www.summbears.k12.ca.us</a>
<b>Superintendent First Name</b>	Robert
<b>Superintendent Last Name</b>	Griffith
<b>E-mail Address</b>	<a href="mailto:rgriffith@summbears.k12.ca.us">rgriffith@summbears.k12.ca.us</a>

Last updated: 1/6/2015

## School Description and Mission Statement (Most Recent Year)

Summerville Union High School District  
Vision \* Mission \* Beliefs 9-19-14

Vision: Preparing students for college, career, and life.

Optional: Creating a community of excellence while preparing students for college, career, and life in an ever changing world.

Mission: Committed to excellence through innovative teaching and learning. Inspiring and empowering all students by providing the tools they need to be prepared for their future in an ever changing world.

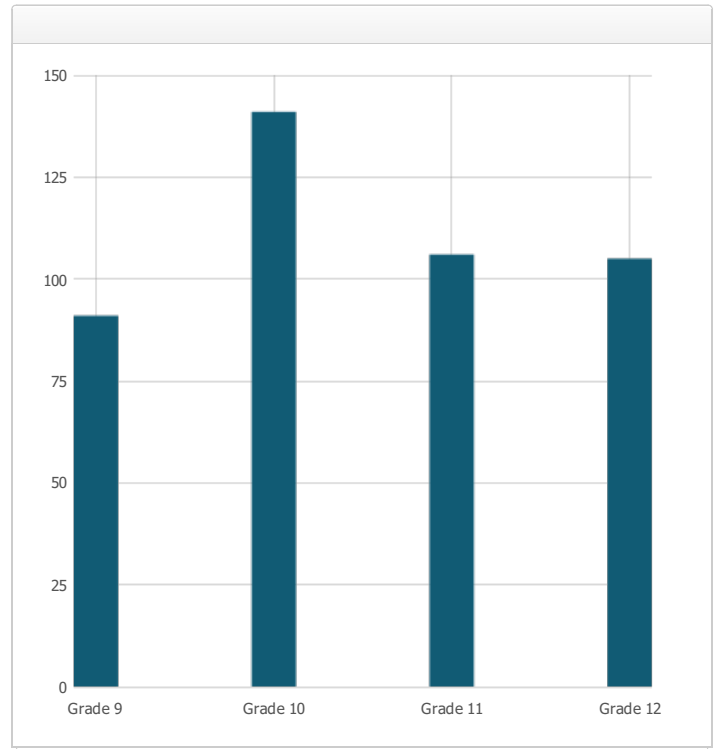
We Believe...

- Every student can learn.
- In building a highly qualified and motivated staff with high expectations.
- It is our responsibility to provide every student with challenging and rigorous experiences so that they can become critical thinkers and problem solvers.
- In continuous improvement.
- In sound financial planning to achieve district goals.
- In doing what is best for all students.
- In engaging in and adapting to modern technology to prepare all students for their futures.
- That a clean, safe, nurturing environment is essential for learning.
- All students should be engaged and academically challenged while accepting the responsibility for their learning.
- In co-curricular/extracurricular activities to enhance student development.
- Teamwork is vital for students, staff, and the school community in support of student learning.

Last updated: 1/6/2015

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

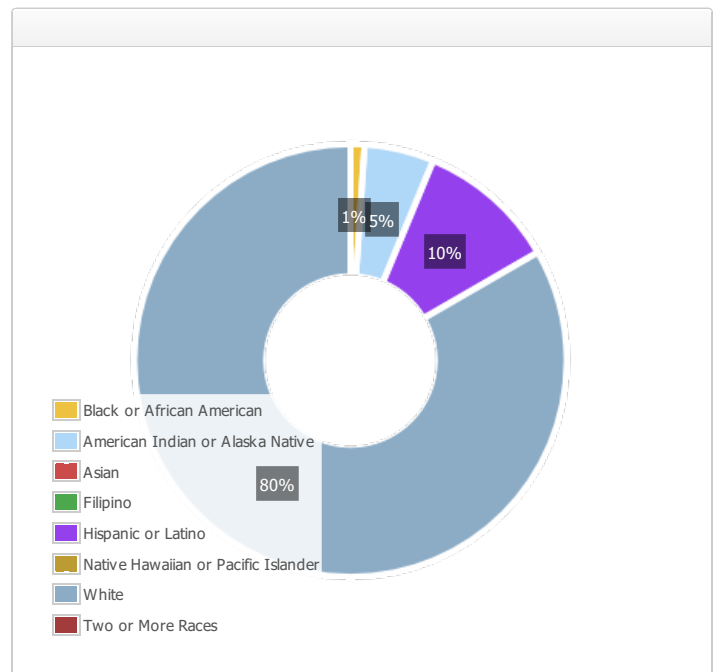
Grade Level	Number of Students
Grade 9	91
Grade 10	141
Grade 11	106
Grade 12	105
Total Enrollment	443



Last updated: 1/6/2015

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

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	5.9
Asian	0.2
Filipino	0.2
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.2
White	80.4
Two or More Races	0.5
Socioeconomically Disadvantaged	36.1
English Learners	0.0
Students with Disabilities	9.3



Last updated: 1/6/2015

## A. Conditions of Learning

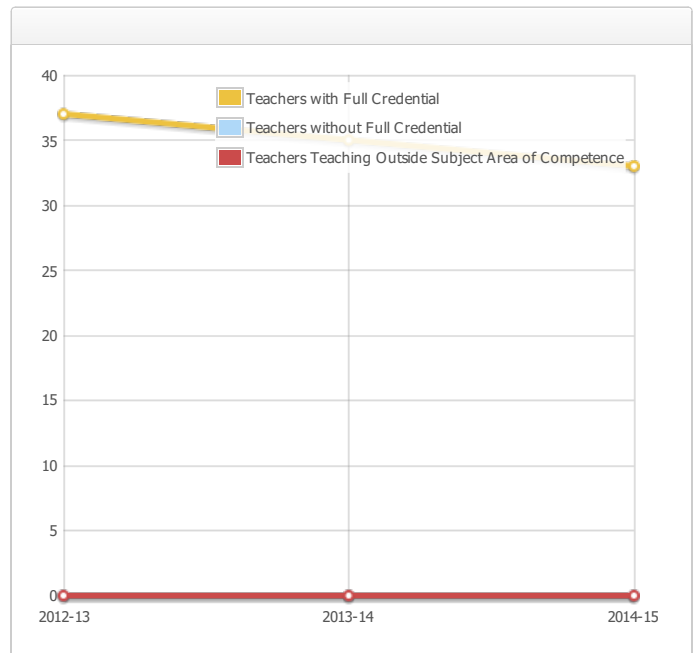
### State Priority: Basic

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

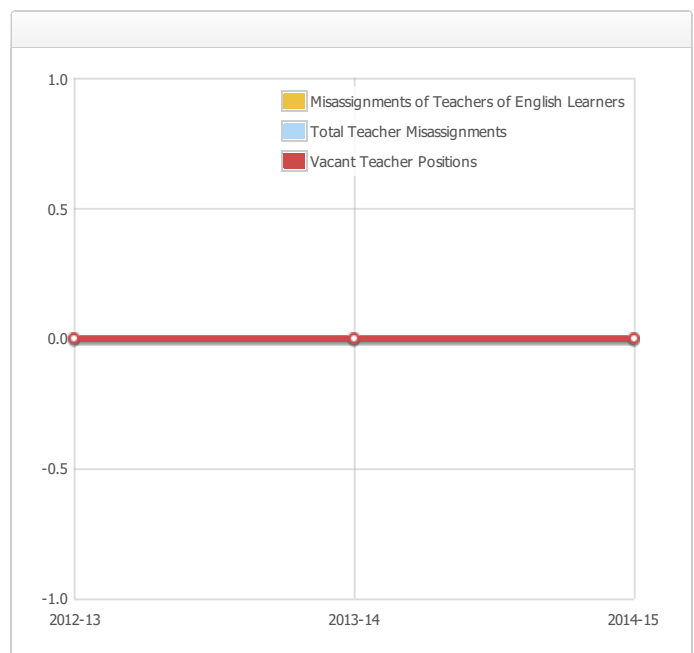
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	37	35	33	42
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/6/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/6/2015

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

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
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: 1/6/2015*

**School Facility Conditions and Planned Improvements - Most Recent Year**

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

*Last updated: 1/6/2015*

**School Facility Good Repair Status - Most Recent Year**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
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: 1/6/2015*

## 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)	66	61	63	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: 1/7/2015*

#### 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	186
All Students at the School	129
Male	76
Female	53
Black or African American	2
American Indian or Alaska Native	8
Asian	0
Filipino	0
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	1
White	100
Two or More Races	1
Socioeconomically Disadvantaged	34
English Learners	0
Students with Disabilities	9
Students Receiving Migrant Education Services	0

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: 1/7/2015

**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	54%	62%	64%	55%	61%	57%	54%	56%	55%
Mathematics	23%	35%	28%	29%	37%	30%	49%	50%	50%
History-Social Science	36%	51%	56%	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: 1/7/2015

**Academic Performance Index Ranks – Three-Year Comparison**

API Rank	2011	2012	2013
Statewide	6	8	8
Similar Schools	2	3	3

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

Last updated: 1/20/2015

**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	46	-5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-18	27	2
Two or More Races			
Socioeconomically Disadvantaged	21	43	-10
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: 1/7/2015

**Career Technical Education Programs (School Year 2013-14)**

1. Programs and classes offered that are specifically focused on career preparation and or preparation for work...(college, career and life)

- Agriculture
- Ag Mechanics
- Keyboarding/Advanced Keyboarding
- Exploring Industrial Technology
- General Business
- Accounting
- Auto Shop
- Ag Leadership
- Law Enforcement
- Elementary TA
- Multi-Media
- Photography

- Journalism

- Robotics

- Software Technology

- Veterinary Science

2. How these programs and classes are integrated with academic courses and how they support academic achievement...

Summerville High School's CTE courses support academic achievement by integrating real world academic skills into the CTE lessons, especially in the areas of mathematical applications and technical writings and readings.

3. The Measurable outcomes of these programs and classes, and how they are evaluated...

Currently, the outcomes of these programs are evaluated by the Perkins Grant Report which tracks the school and work decisions of students who have graduated from these classes. Summerville High School is currently working on implementing a CTE certificate program that will have strict requirements for attending and completing a CTE program and earning a certificate that will carry weight in future school and career choices. The program will be designed to motivate students to stay in school and graduate with the necessary skills to go on to further education or be employable upon high school graduation. Attendance, grade and class requirements as well as articulation with local junior college programs and industry sectors will all be vital parts of the certificate program.

4. The primary representative of the district's CTE advisory committee and the industries represented on the committee...

Tom Dibble is the ROP Administrator for Summerville High School. In addition, each industry sector is represented by an advisory committee that meets periodically to discuss what is being taught in each CTE class, and evaluate whether the instruction is adequate and will meet the needs of employers and educators who may receive these students after graduation.

*Last updated: 1/7/2015*

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	120
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	80.0

*Last updated: 1/7/2015***Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
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	35.0

# State Priority: Other Pupil Outcomes

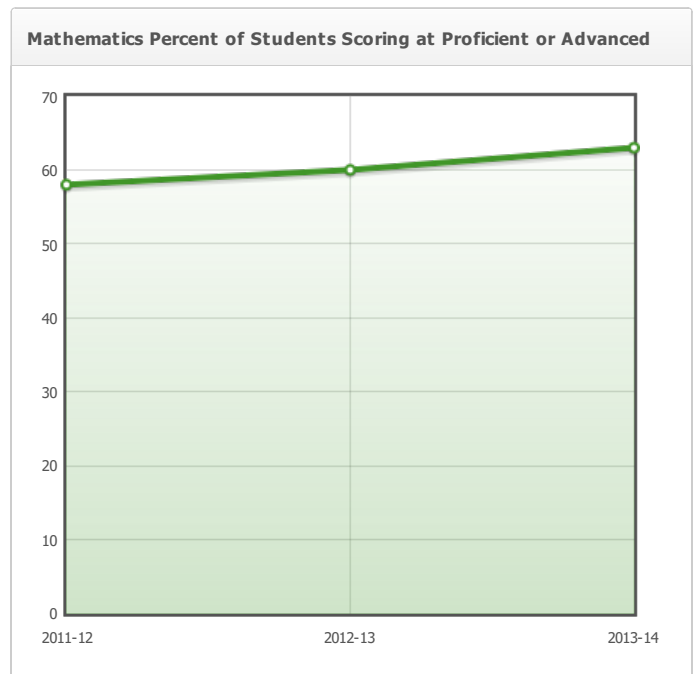
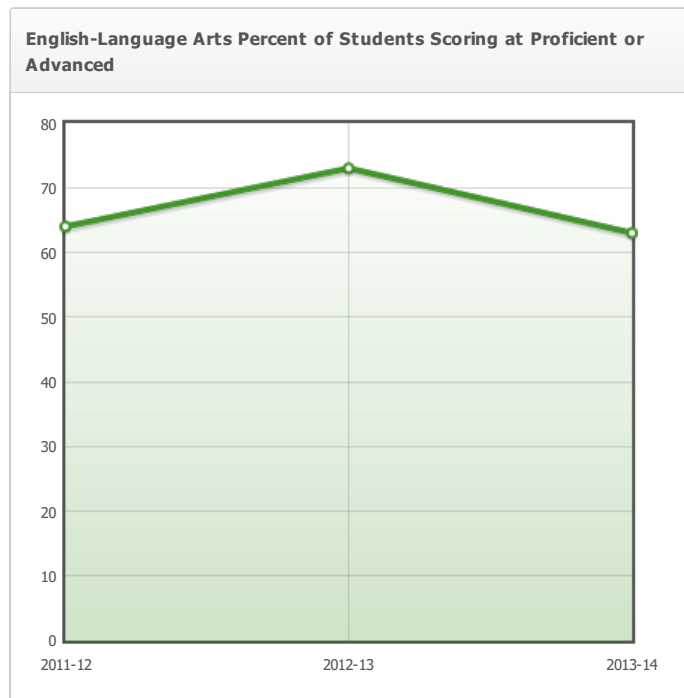
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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	64%	73%	63%	68%	73%	60%	56%	57%	56%
Mathematics	58%	60%	63%	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.



Last updated: 1/7/2015

**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	37%	27%	35%	38%	51%	12%
Male	40%	26%	34%	32%	59%	9%
Female	32%	30%	39%	48%	36%	16%
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	43%	29%	29%	36%	43%	21%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	33%	29%	39%	37%	52%	11%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	22%	25%	38%	53%	9%
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: 1/7/2015*

**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
9	15.4%	16.7%	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.

*Last updated: 1/7/2015*

## 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

The Governing Board of Summerville High School District 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  
(cf. 6154 - Homework/Make-Up Work)
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  
(cf. 5124 - Communication with Parents/Guardians)  
(cf. 5145.6 - Parental Notifications)
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  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

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

- (cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0420.3 - School-Based Pupil Motivation and Maintenance Program)  
(cf. 0420.5 - School-Based Decision Making)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)  
(cf. 6171 - Title I Programs)

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.

Legal Reference:

Education Code

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Please Contact David Johnstone, Principal

Summerville High School

## State Priority: Pupil Engagement

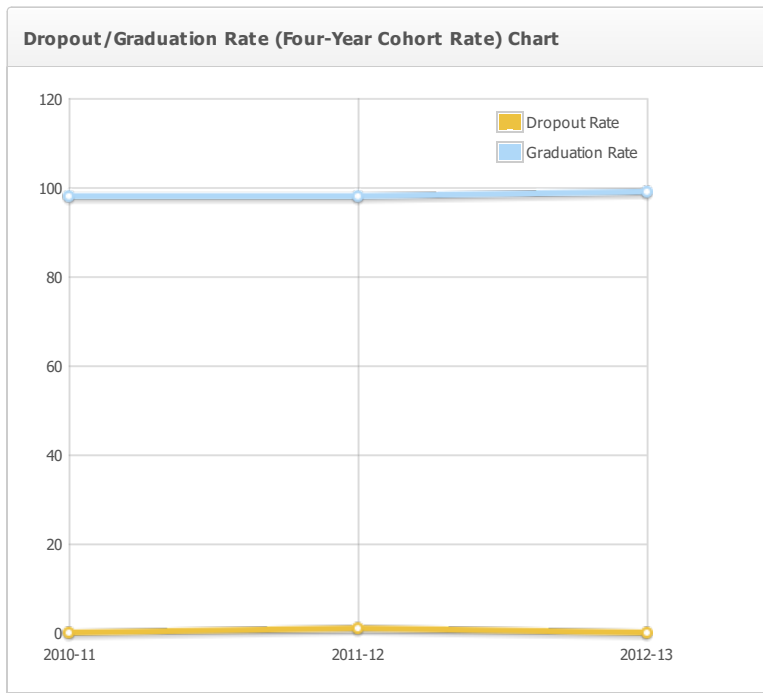
Last updated: 1/7/2015

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	1.0	0.0	2.0	2.0	1.0	14.7	13.1	11.4
Graduation Rate	98.0	98.0	99.0	98.0	98.0	99.0	77.14	78.87	80.44



*Last updated: 1/12/2015*

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	139		84
Black or African American	1	4	75
American Indian or Alaska Native	3	8	77
Asian	2		92
Filipino		1	92
Hispanic or Latino	4	9	80
Native Hawaiian or Pacific Islander			84
White	82	87	90
Two or More Races	10	12	89
Socioeconomically Disadvantaged	28	38	82
English Learners			53
Students with Disabilities	11	11	60



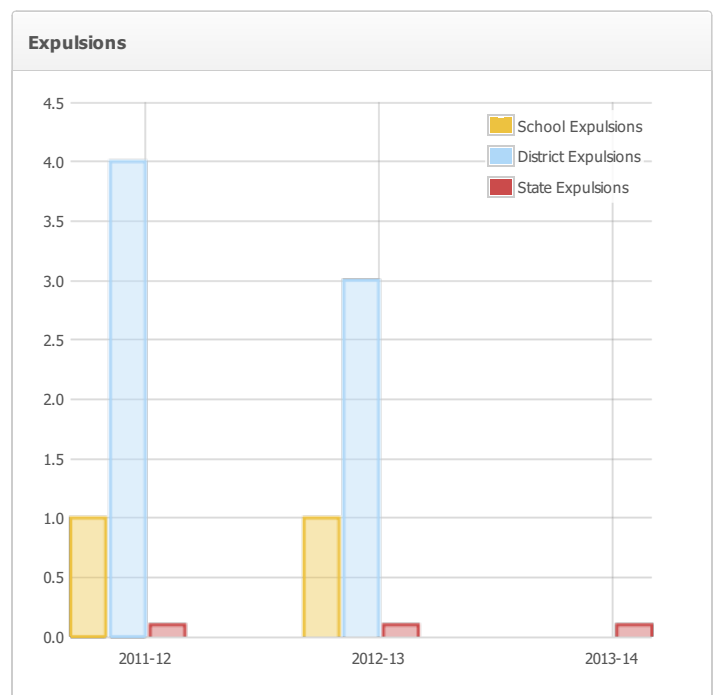
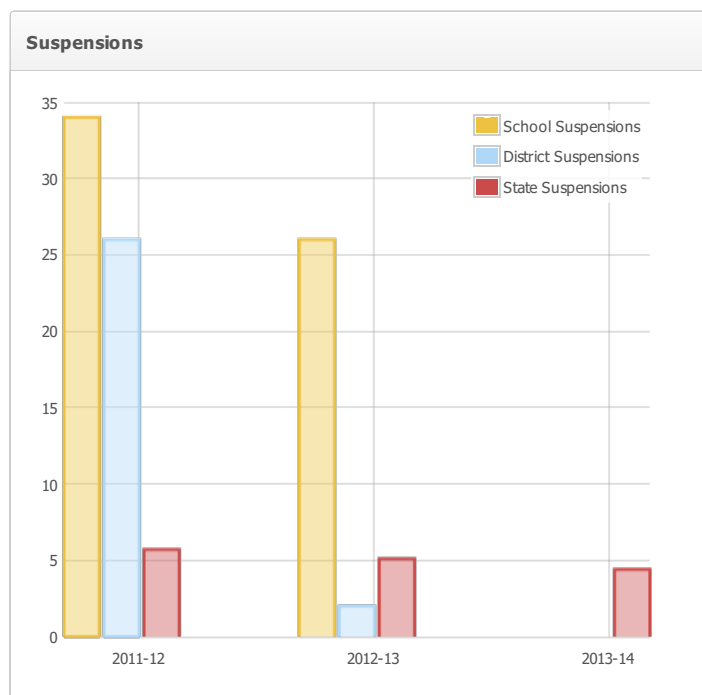
# State Priority: School Climate

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	34.00	26.00	26.00	26.00	2.00	2.00	5.70	5.10	4.40
Expulsions	1.00	1.00	1.00	4.00	3.00	3.00	0.10	0.10	0.10



Last updated: 1/16/2015

## School Safety Plan - Most Recent Year

August 2014, the Summerville Union High School District reviewed, updated and approved our School Safety Plan. The Summerville Union 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 Map

*Last updated: 1/20/2015*

## 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: 1/16/2015*

### 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: 1/7/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12			2012-13			2013-14					
	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: 1/7/2015

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12			2012-13			2013-14					
	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	29.1	0	7	2	27.0	6	16	6	25.0	8	18	4
Mathematics	25.8	0	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: 1/7/2015

**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	\$13,560	\$2,801	\$10,759	\$71,660
District	N/A	N/A	\$17,189	\$71,420
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$62,296
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/12/2015

## Types of Services Funded (Fiscal Year 2013-14)

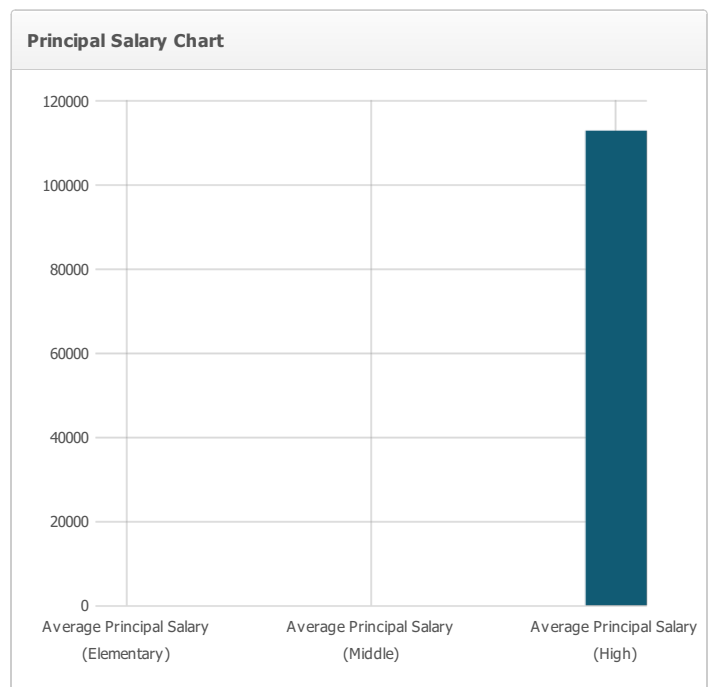
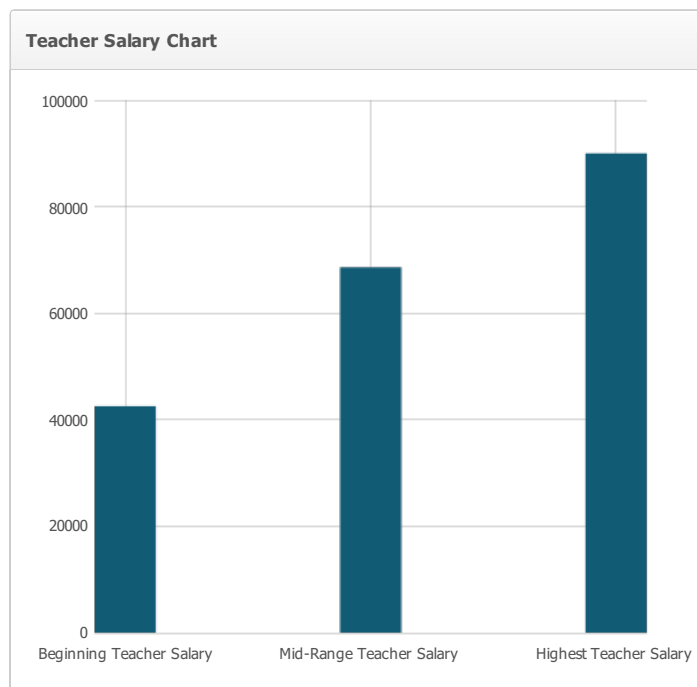
Summerville High School has a number of supplemental programs available to students. Title 1 funding allows for additional support through classes designed for lower ability students. There is an after school programs funded by the district. We have a Gate program which consists off offering a different challenging elective course each year. We also have special education services, library services, psychological and social welfare assistance, attendance monitoring and counseling.

*Last updated: 1/7/2015*

## 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)	\$00	\$00
Average Principal Salary (High)	\$112,733	\$116,119
Superintendent Salary	\$150,008	\$138,050
Percent of Budget for Teacher Salaries	23.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	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: 1/12/2015*

**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	6.0

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

\*Where there are student course enrollments.

*Last updated: 1/7/2015*

**Professional Development – Most Recent Three Years**

Summerville High School

When reflecting upon the Common Core curriculum and standards, Summerville High has shifted paradigms, placing a heavy emphasis on professional development in preparation for a new standard of learning and expectations. After reviewing the Smarter Balanced exams and attending three-day workshops and trainings on the new standards (through the County Office of Education), evaluating CAHSEE scores, and examining Department exams in English, History, Math, and Science, teachers in these departments--and administrators--saw a need to train teachers more thoroughly. The past two years, teachers have attended trainings on the CCSS through the Tuolumne County Office of Education. This past November, Summerville Union High School District hosted the all-day training, which was focused on: CC standards, curriculum, assessment, and facilitating the transition for teachers in ALL subject areas. Teachers are also attending trainings to help nurture technological skills needed to implement the new Smarter Balanced testing, as they will proctor these exams in the spring. Technological training is also ongoing as we transition into a 1:1 device school. During this great time of transition--new standards and technology--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 monthly and are an hour long in the morning. An administrator listens to the needs of the staff and reports back to the SUHSD superintendent. Teachers are also encouraged to--either as a department or individually-- attend trainings, workshops, and conferences so as to move forward with CCSS, become well-versed in technology, and continually prepare students for "college, career, and life." For example, AP teachers attend summer trainings either independently or within their departments to come back and implement the best teaching strategies. Also, teachers within the Career and Technological Education department attend conferences regularly to expand our programs. This last summer, our journalism teacher attended a week-long training and our welding/manufacturing teacher attended a two-day workshop this last Fall. This type of effort is ongoing.

*Last updated: 1/22/2015*