

Summerville High

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.

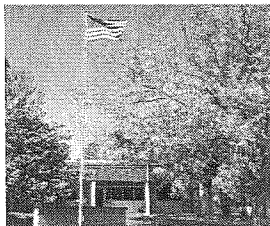
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/k/>.
- For additional information about the school, 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.



David Johnstone, Principal

Principal, Summerville High

About Our School

ABOUT THIS 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, elevation 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 421 students. The Summerville Union High School District includes Long Barn High School (continuation school) and an independent study program; three necessary small high schools; and one 7-12 fine arts charter School. The Connections Visual and Performing Arts Academy (fine arts charter school) students, all 222 of them, attend classes with Summerville High students. This raises the number of students on campus to 643. The 51-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 Summerville 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 Me-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, last year (2014-2015), we piloted iPads for more than 120 students and the majority of our teachers. We also increased our bandwidth and continue to build our infrastructure to prepare for the new state testing, Smarter Balance Assessments. This year (2015-2016), we went 1 to 1 for the following students: 11th, 12th grade, resource students, and students in journalism, and software technology. Next year, all students will have iPads (provided by the district). We, Summerville Union High School District, passed an 8.2 million dollar bond in 2012 to help with sport fields, facility updates, and technology. During the last bond, new classrooms, a gymnasium annex, a performing arts theatre, band room, library and computer lab were added to enhance the education opportunities for the students. The district has formed a bond advisory council, a bond oversight committee and is in the second stages of a three-tier plan starting, looking at our art facility and lunch enclosure. A state of the art sports facility is now open to students on campus.

Contact

*Summerville High
17555 Tuolumne Rd.
Tuolumne, CA 95379-9701*

*Phone: 209-928-4228
E-mail: djohnstone@summbears.k12.ca.us*

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	Summerville High
Phone Number	(209) 928-3498	Street	17555 Tuolumne Rd.
Superintendent	Robert Griffith	City, State, Zip	Tuolumne, Ca, 95379-9701
E-mail Address	rgriffith@summbears.k12.ca.us	Phone Number	209-928-4228
Web Site	http://www.summbears.k12.ca.us	Principal	David Johnstone, Principal
		E-mail Address	djohnstone@summbears.k12.ca.us
		County-District-School (CDS) Code	55724135536750

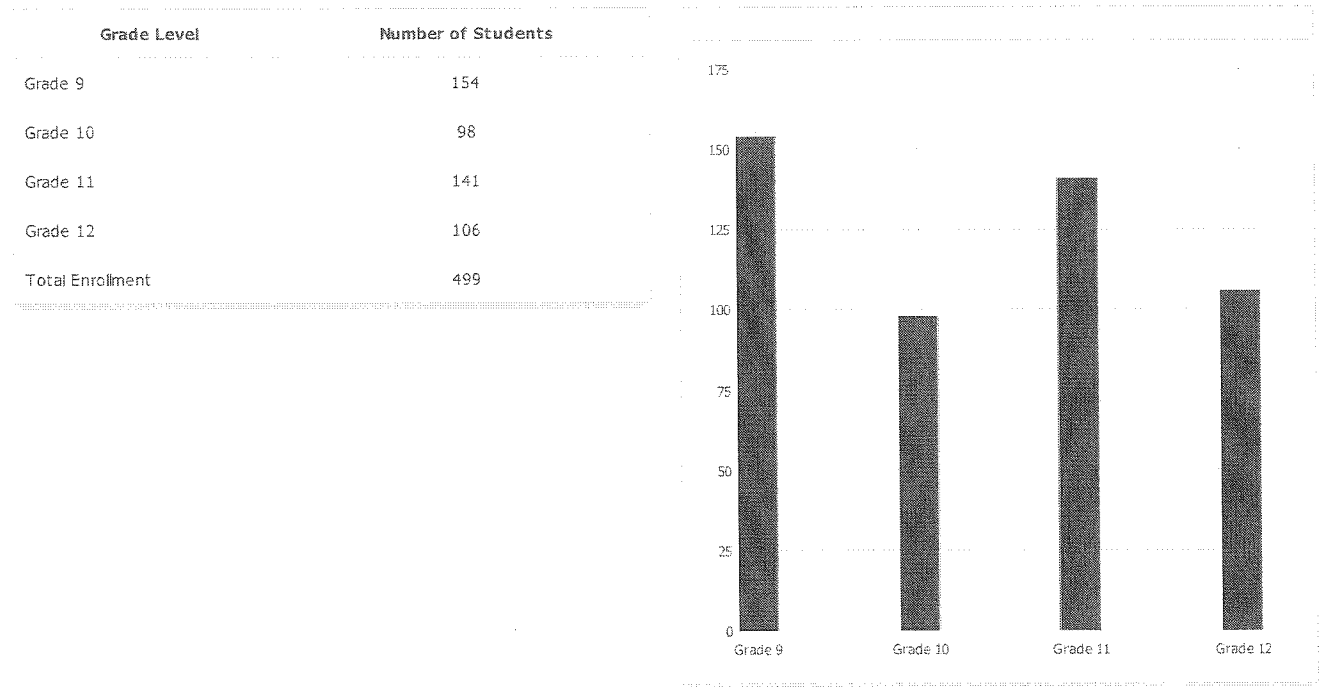
Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

<p>Summerville Union High School District Vision * Mission * Beliefs 9-15-15</p> <p>Vision: Preparing students for college, career, and life.</p> <p>Optional: Creating a community of excellence while preparing students for college, career, and life in an ever changing world.</p> <p>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.</p> <p>We Believe...</p> <ul style="list-style-type: none"> • 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.
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Last updated: 2/2/2016

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



Last updated: 1/29/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	6.4 %
Asian	0.5 %
Filipino	0.2 %
Hispanic or Latino	14.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	75.6 %
Two or More Races	1.2 %
Socioeconomically Disadvantaged	28.0 %
English Learners	0.4 %
Students with Disabilities	13.3 %
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):

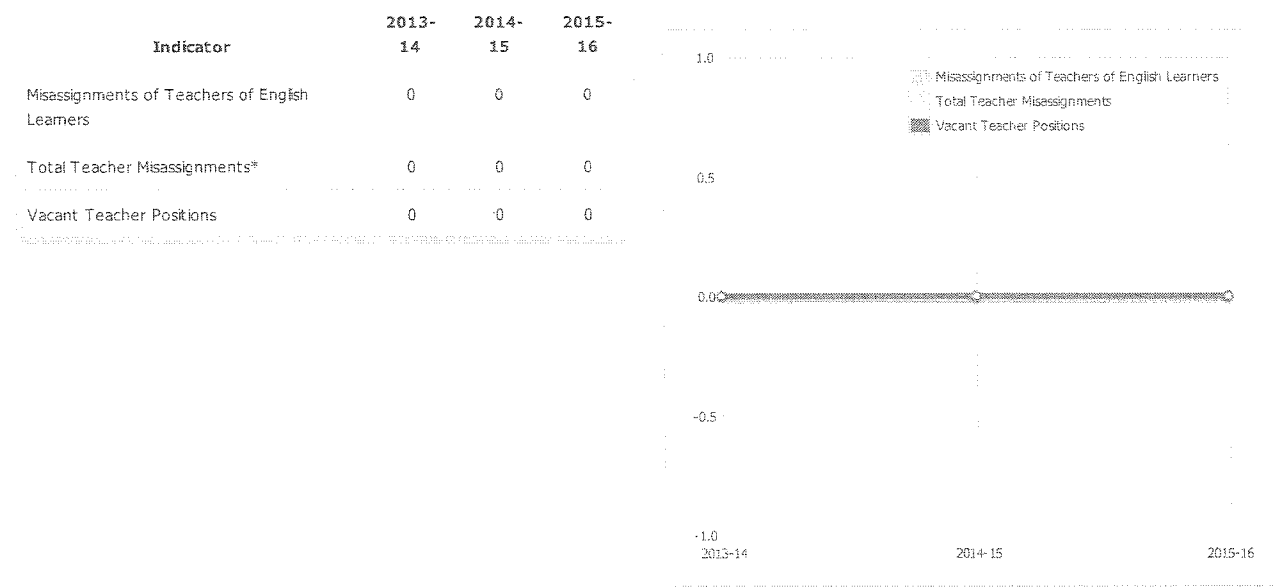
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials



Last updated: 1/29/2016

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: 1/29/2016

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:

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		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health	Health; Glencoe/McGraw Hill	Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpm (Grades 9-12)		Yes	0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Summerville Union High School Facilities had it's last site inspection, September 28, 2015. The overall facility ranking gave the Summerville district an exemplary school rating with the school meeting 100% on all standards or repair.

Last updated: 1/29/2016

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
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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)

Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	56.0%	44.0%
Mathematics (grades 3-8 and 11)	13.0%	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

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	128	117	91.4%	47.0%	38.0%	11.0%	2.0%
Male	78	75	58.6%	53.0%	33.0%	12.0%	0.0%
Female	46	42	32.8%	36.0%	45.0%	10.0%	5.0%
Black or African American	1	1	1.0%	--	--	--	--
American Indian or Alaska Native	8	7	87.0%	--	--	--	--
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	14	14	10.9%	50.0%	29.0%	0.0%	7.0%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	128	94	73.4%	43.0%	41.0%	14.0%	1.0%
Two or More Races	128	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	28	27	96.4%	56.0%	37.0%	4.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	7	7	100.0%	--	--	--	--
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)	60.0%	63.0%	62.0%	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	130.0%
All Students at the School	124.0%
Male	62.0%
Female	62.0%
Black or African American	5.0%
American Indian or Alaska Native	5.0%
Asian	2.0%
Filipino	--
Hispanic or Latino	15.0%
Native Hawaiian or Pacific Islander	--
White	61.0%
Two or More Races	12.0%
Socioeconomically Disadvantaged	35.0%
English Learners	0.0%
Students with Disabilities	12.0%
Students Receiving Migrant Education Services	0.0%
Foster Youth	0.0%

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: 2/2/2016

Career Technical Education Programs (School Year 2014-15)

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 CTE 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: 1/22/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	169
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	84.0%
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	96.4%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	45.5%

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):

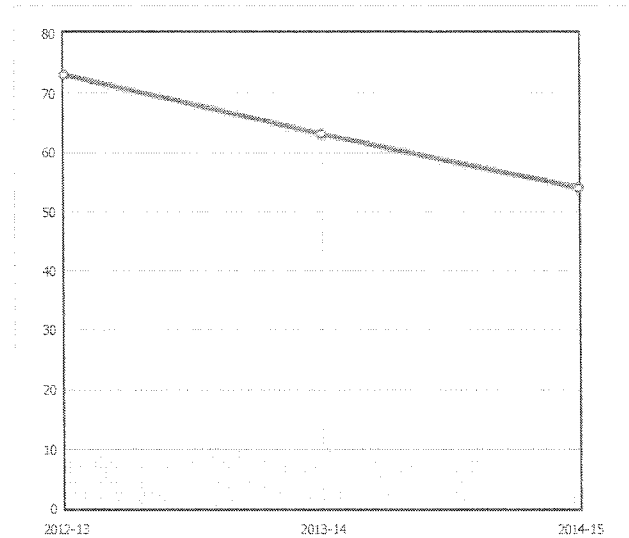
- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

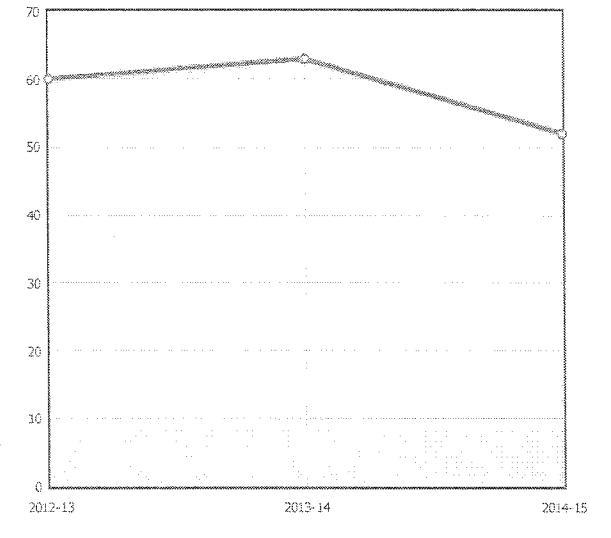
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	73.0%	63.0%	54.0%	73.0%	60.0%	59.0%	57.0%	56.0%	58.0%
Mathematics	60.0%	63.0%	52.0%	61.0%	60.0%	59.0%	60.0%	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	46.0%	21.0%	33.0%	48.0%	38.0%	14.0%
Male	45.0%	26.0%	28.0%	47.0%	40.0%	13.0%
Female	48.0%	11.0%	41.0%	50.0%	35.0%	15.0%
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	58.0%	25.0%	17.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	46.0%	22.0%	32.0%	47.0%	38.0%	15.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	62.0%	9.0%	29.0%	60.0%	33.0%	7.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	92.0%	8.0%	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
9	14.7%	16.2%	55.0%

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: 1/29/2016

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 school site

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: 1/22/2016

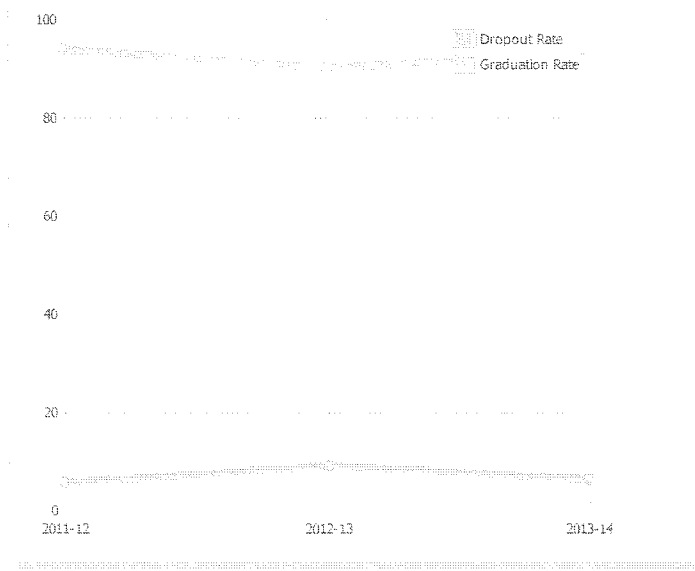
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	5.9%	9.3%	6.6%	7.7%	12.1%	5.6%	13.1%	11.4%	11.5%
Graduation Rate	94.10	90.20	93.40	92.30	87.90	94.40	78.87	80.44	80.95

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



Last updated: 1/22/2016

Completion of High School Graduation Requirements

Graduating Class of 2014

Student Group	School	District	State
All Students	81	126	84
Black or African American	2	--	76
American Indian or Alaska Native	2	--	78
Asian	3	--	92
Filipino	--	--	96
Hispanic or Latino	1	--	81
Native Hawaiian or Pacific Islander	0	--	83
White	73	--	89
Two or More Races	15	--	82
Socioeconomically Disadvantaged	8	--	81
English Learners	0	--	50
Students with Disabilities	4	--	61
Foster Youth	0	--	--

State Priority: School Climate

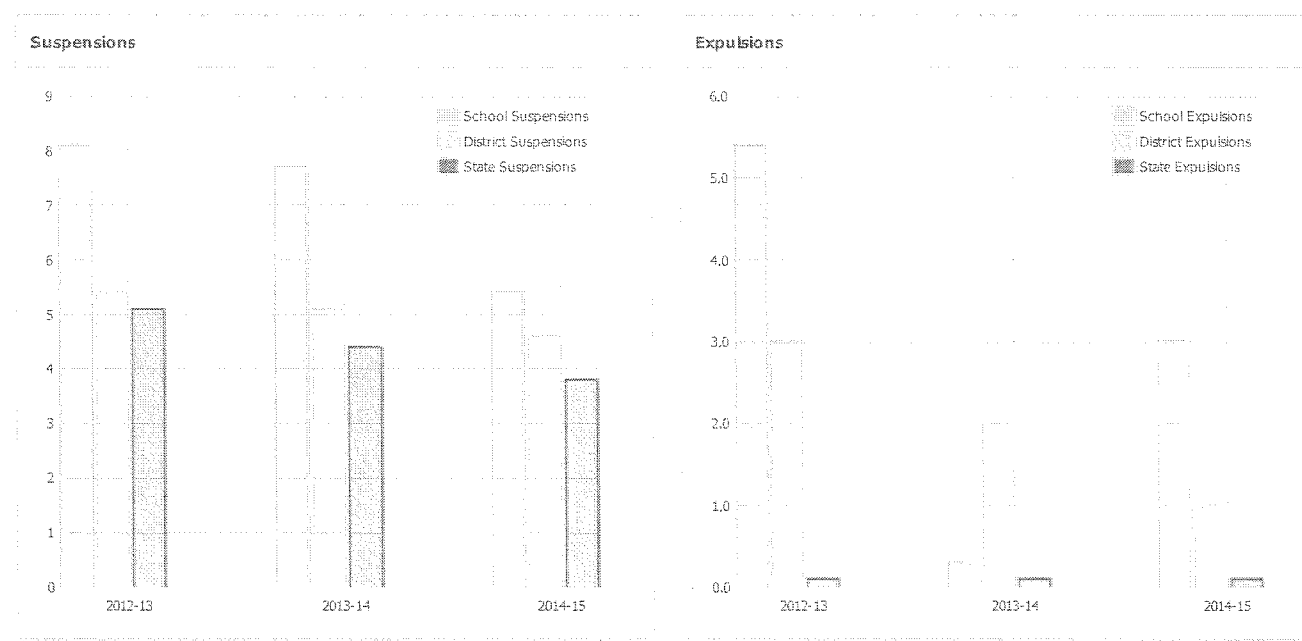
Last updated: 1/22/2016

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	8.1	7.7	5.4	5.4	5.1	4.6	5.1	4.4	3.8
Expulsions	5.4	0.3	3.0	3.0	2.0	1.0	0.1	0.1	0.1



Last updated: 1/22/2016

School Safety Plan - Most Recent Year

August 2015, the Summerville Union High School District reviewed, updated and approved our School Safety Plan.

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

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	Yes	Yes	
Met Percent Proficient - Mathematics	Yes	Yes	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	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)

	2012-13				2013-14				2014-15			
	Number of Classes *				Number of Classes *				Number of Classes *			
Grade Level	Average Class Size	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: 1/22/2016

Average Class Size and Class Size Distribution (Secondary)

2012-13					2013-14					2014-15				
Subject	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: 1/22/2016

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	2.0	0.2
Counselor (Social/Behavioral or Career Development)	0.9	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		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	\$0.0	\$69642.0
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	8694.7%	63966.0%

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 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 program funded by the district. We have a GATE program which consists of 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.

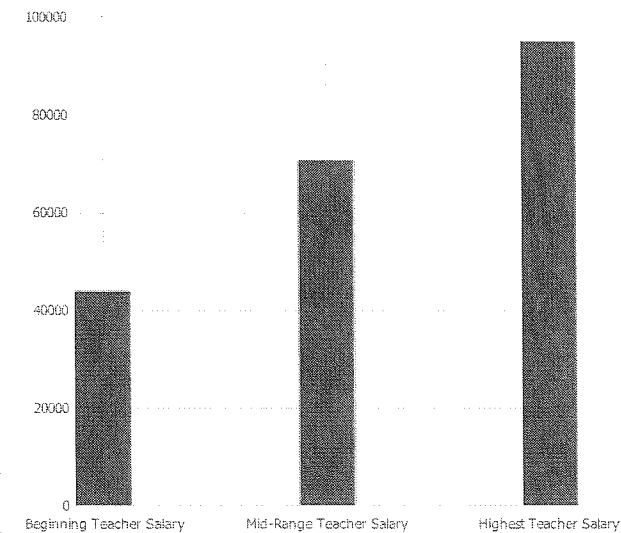
Last updated: 2/2/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

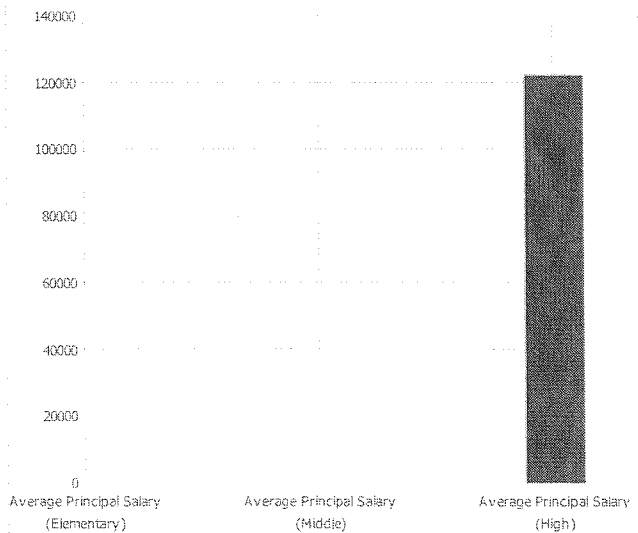
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,831	\$42,003
Mid-Range Teacher Salary	\$70,668	\$60,808
Highest Teacher Salary	\$94,855	\$81,488
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$103,661
Average Principal Salary (High)	\$122,269	\$106,270
Superintendent Salary	\$144,200	\$125,241
Percent of Budget for Teacher Salaries	38.0%	29.0%
Percent of Budget for Administrative Salaries	6.5%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/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	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	6	15.0%

*Where there are student course enrollments.

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

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 three 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: 1/29/2016