

Summit View Independent Study

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Summit View Independent Study
Street	6401 Lincoln Ave.
City, State, Zip	Riverside, CA, 92506
Phone Number	951.276.7670
Principal	Dennis Deets
E-mail Address	ddeets@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/domain/2441
CDS Code	33-67215-3330362

District Contact Information	
District Name	Riverside Unified
Phone Number	951.788.7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusdlink.org

School Description and Mission Statement (School Year 2016-17)

Summit View is a 10th through 12th grade independent study format school. It is housed at the Educational Options Center (EOC).

Summit View provides a flexible standards-based alternative for a wide variety of secondary students and serves students from all attendance areas within the RUSD. In addition, it accepts inter-district transfers from contiguous counties. In order to attend Summit View, students must obtain a referral from one of the comprehensive high schools, an alternative school, or the RUSD Pupil Services Office. Students attend Summit View for reasons including the benefits of one-to-one instruction, safety issues, medical conditions, success of other siblings in the school, vocational programs, the desire to graduate early or to concurrently enroll in a community college, parents' desires for children to be in a home school type of program, and credit recovery.

Expected School-wide Learning Results (ESLRs) were adopted in 2010 by the staff and School Site Council. They describe the basic qualities that each student should possess when leaving high school. The ESLRs listed below, along with the school's mission statement, help guide the creation of curriculum and instruction. All schools in the Educational Options division now share the same ESLRs. In addition to achieving mastery of grade-level and/or content area standards, every student will become:

1. An effective communicator who...
 1. Responds to the topic
 2. Develops ideas with support
 3. Attends to the needs of the audience
 4. Demonstrates proficiency with multiple communication strategies
2. A skilled problem solver who...
 5. Restates a given situation
 6. Explains possible choices and consequences
 7. Develops the ability to think logically and abstractly with language, numbers, and symbols
 8. Builds imaginative, creative and innovative responses that incorporate efficient feedback cycles
3. A proficient technology user who...
 9. Manages data efficiently
 10. Interacts with various print and digital resources
 11. Manipulates print and digital media to communicate ideas
 12. Effectively and appropriately integrates text, graphics, and information sources
4. An informed career planner who...
 13. Researches various career fields
 14. Identifies a career and/or college pathway
 15. Applies study time to building pathways for attaining a career or college entrance
 16. Understands the importance of networking
5. An engaged community member who...
 17. Understands the importance of being an active member of a larger community
 18. Volunteers time and energy to causes in the community
 19. Seeks appropriate mentors
 20. Makes relevant connections to continued learning opportunities

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	5
Grade 10	26
Grade 11	63
Grade 12	160
Total Enrollment	254

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	1.6
Asian	0.4
Filipino	0.8
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.4
White	30.7
Two or More Races	2.8
Socioeconomically Disadvantaged	54.7
English Learners	5.5
Students with Disabilities	4.3
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	12	10	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.5	3.5
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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 (School Year 2016-17)

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008) CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (adopted in 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (adopted in 2006) McDougal-Littell: Modern World History: Patterns of Interaction; California Edition United States History and Geography, Grade 11 (adopted in 2006) McDougal-Littell: The Americans: Reconstruction to the 21st Century; California Edition American Government, Grade 12 (adopted in 2006) Pearson Prentice Hall: McGruder's American Government: California Edition Economics, Grade 12 Glencoe-McGraw-Hill: Economics: Principles and Practices	Yes	0%
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1 Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigo! Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3 Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Yes	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

EOC Campus (Opportunity, Raincross, RVS and Summit View)

Year Constructed: 1994

Lot Size: 6.5 acres

0 Permanent Classrooms

26 Portable Classrooms

Indoor and Outdoor Cafeteria

Air Conditioned

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Summit View completed their school site inspection in 05/22/17.

Summit View Independent Study is one of the alternative schools housed at the Education Options Center (EOC) campus. Summit View is one of the alternative schools offered in Educational Alternatives and Services (EAS) division. In addition, to the main site at EAS, there are 4 smaller Summit View sites throughout Riverside. Summit View occupies six classrooms. One is the office for the administrator, counselor, and clerical staff; the other portables are occupied by the Summit View teachers and are the classrooms for students.

SV at EOC campus has one full time and one part time custodial staff who, along with other district personnel, maintains the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

EOC Campus (Opportunity, Raincross, RVS and Summit View)

of Work Orders = 447

Labor Hours = 1711.76

Assessed Value of Work = \$96839.00

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			700: A/C unit does not respond unless override is used. WO16-245455 803: A/C unit does not respond unless override is used. WO16-245456 805: A/C unit does not respond unless override is used. WO16-245457
Interior: Interior Surfaces		X		905: Repair a tear in the carpet. WO16-242019 S5: Repair tears in carpet tripping hazard. WO16-241533 Wing 400 Teachers Workroom: Replace or Re-glue loose tiles, they are damaged due to a water leak. WO16-241368
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			504: Rat feces is now being found on the teachers desk. WO16-259668 600 wing: Inspect the pre school for possible ant problems. WO16-264192 600 Wing: Staff in 600 wing are having a cockroach issue in the classrooms. WO16-263137 600A: Spider issue in #600 pre school. Rear classroom window seems to be where the main problem area is. WO16-263133 W800 Wing: Inspect the entire 800 Wing for continued roach issues. WO16-265482
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			706: Mens restroom is in need of seam sealer or tear and cracking repair of the floor as water has gotten underneath the flooring and is now breaking apart. Please address drain issue as its elevation does not allow proper drainage. WO16-251459 707: Repair flush pipe in womens restroom. The second stall from the entrance. WO16-265136 707: The flooring in girls restroom is tearing apart at the entrance and is now a tripping hazard and is damaged due to water getting under the floor. WO16-251458
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			E7: Check the staff mens restroom located next to the basketball courts as the lock spins but does not function. WO16-262670 Parking Lot: Clean out the drain outside of #100 sprinkler clock and replace the cover, it is broken and water does not drain properly. WO16-262080 PS1: Door lock sticks and is hard to lock and unlock. WO16-254483

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/22/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	47	31	44	48	44	48
Mathematics	7	3	33	35	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	133	123	92.5	31.1
Male	11	66	60	90.9	20.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	11	67	63	94.0	41.9
Hispanic or Latino	11	73	66	90.4	25.8
White	11	41	38	92.7	46.0
Socioeconomically Disadvantaged	11	82	76	92.7	30.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	133	122	91.7	3.3
Male	11	66	60	90.9	5.0
Female	11	67	62	92.5	1.6
Hispanic or Latino	11	73	66	90.4	1.5
White	11	41	37	90.2	5.4
Socioeconomically Disadvantaged	11	82	75	91.5	5.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	62	58	29	60	58	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	54	42	77.8	28.6
Male	26	21	80.8	38.1
Female	28	21	75.0	19.1
Hispanic or Latino	31	25	80.7	32.0
White	16	11	68.8	18.2
Socioeconomically Disadvantaged	33	26	78.8	38.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies

21. Education and Human Services Academy
22. Global Business Information and Technology Academy
23. Health and Biosciences Academy
24. Law and Protective Services Academy
25. Media and the Arts Academy

Career Technical Education Pathways

26. CISCO Networking
27. Engineering and Design
28. Game Design
29. Graphic Design
30. Microsoft IT Academy
31. Music Technology
32. Video Production
33. Web Design

ROP Programs

34. Health – Patient Care
35. Health – Sports Medicine
36. Hospitality – Culinary
37. Marketing – Retail Sales
38. Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	4,100
% of pupils completing a CTE program and earning a high school diploma	98.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.63
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	1.8

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 (School Year 2016-17)

Numerous points of contact exist between the school and parents. In addition to the administrators, the counselor and campus manager are readily available to parents by phone or at a conference. Teachers and/or their assistants call home when students are absent.

Parents are encouraged to become involved by joining the School Site Council (SSC) and/or English Learner Advisory Council (ELAC) or by attending their meetings. SSC meets seven times per year. ELAC meets four times yearly. Both councils exist as a means for parents to advise the school on issues involving school improvement and for the school to provide information to the community.

Parents are also informed about students and school events through auto-dialer, social media, web sites, and the marquee at the front of the campus. Yearly Back-to-School events allow parents to discover ways to become involved.

For more information on parent opportunities to become involved, please contact the school site at 276-7670.

State Priority: Pupil Engagement

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.00	6.50	4.90	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	85.46	87.15	89.39	85.46	87.15	89.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	64	89	86
Black or African American	50	85	78
American Indian or Alaska Native	0	80	78
Asian	100	98	93
Filipino	100	97	93
Hispanic or Latino	56	88	83
Native Hawaiian/Pacific Islander	50	95	85
White	80	90	91
Two or More Races	0	84	89
Socioeconomically Disadvantaged	67	68	66
English Learners	81	63	54
Students with Disabilities	58	89	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	0.0	0.4	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	41	6	3	6	72	7		2	2	7	
Mathematics	9	38	3		6	45			1	2		
Science	11	11	2		6	22			3	3		
Social Science	9	53	8	1	7	66	7		3	2	7	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,945	\$761	\$14,184	\$88,968
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	170.9	8.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	149.9	17.3

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

Types of Services Funded (Fiscal Year 2015-16)

Summit View Independent Study received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$6,027 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

2013-14

In addition to the school's staff meetings and Curriculum and Instruction Committee meetings, all staff members participate in staff development training provided by the district and/or union or through conferences appropriate for their individual needs. Staff development focuses on communicating the Expected School Wide Learning Results (ESLRs) and state standards to students and parents, increasing student achievement through learner engagement, utilizing assessment data, and implementing research-based best practices in the classroom.

2014-15

This year, teachers worked primarily in the implementation of the California Common Core State Standards. Other topics have included:

- 39. Textbook adoptions
- 40. MAP Assessments
- 41. CAHSEE Blueprint Assessments
- 42. Internet Safety
- 43. GradPoint
- 44. Curriculum revision
- 45. School Safety Plan
- 46. Anti-Bullying Policy
- 47. Technology

2015-16

Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:

- 48. Technology
- 49. Digital Citizenship
- 50. Mandated Reporting
- 51. Bullying Prevention
- 52. Human-trafficking
- 53. Active Shooter
- 54. Gallup Engagement and Strengths-Based Learning

Support Staff have received training/professional development on the following topics:

- 55. Technology/Google
- 56. Mandated Reporting
- 57. Bullying Prevention
- 58. Human-trafficking

2016-17

This year, teachers developed personalized professional development plans based upon their own unique and individual needs. Each teacher assessed their own needs and developed a plan that included a goal, an activity and how they would assess or evaluate what they learned. Some teachers had similar professional development needs; therefore, they planned and implemented their professional development in pairs or teams. Teachers chose a range of professional development activities, including but not limited to: presenting at conferences, attending district professional development offerings, visiting other school sites/districts, attending workshops/conferences offered through outside organizations, and/or having small group professional development delivered to them from District Instructional Specialists.

In addition to teacher professional development, the school ensures that all classified staff receive training and have monthly business meetings. The Classified Office Staff also have monthly meetings to discuss the smooth running of the front office which includes attendance, registration, the health office and other essential components. Google forms are used to survey staff and provide professional development in the area of need/desire. The monthly business meetings are used to share updates about what's happening in the district or the school, provide team building opportunities, and addressing areas of concern or questions. This year, classified staff are receiving specialized training in the following topics:

- 59. Google Beginner, Intermediate and Advanced, including developing their own work product.
- 60. Gallup Strengths Based Learning
- 61. Active Shooter

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.