

Summit View Independent Study

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/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, 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.

About This School

Contact Information (Most Recent Year)

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
Grades Served	K-12
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 (Most Recent Year)

Summit View is a 9th through 12th grade independent study format school. It is housed at the Educational Options Center (EOC) and is within the district's Educational Options Center.

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

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

Grade Level	Number of Students
Grade 9	6
Grade 10	30
Grade 11	61
Grade 12	176
Total Enrollment	273

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.4
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.7
White	29.3
Two or More Races	0.4
Socioeconomically Disadvantaged	54.2
English Learners	7.7
Students with Disabilities	2.9
Foster Youth	1.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	11	12	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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	Not Taught by Highly Qualified Teachers
This School	97.8	2.3
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 (School Year 2015-16)

Year and month in which data were collected: 10/2015

The table displays information collected in October 5, 2015 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Introduction to Literature and Composition, Grade 9 (Adopted in 2002) Holt Literature and Language Arts, Course 3; Holt, Rinehart & Winston</p> <p>World Literature and Composition, Grade 10 (Adopted in 2002) Holt Literature and Language Arts, Course 4; Holt, Rinehart & Winston</p> <p>American Literature and Composition, Grade 11 (Adopted in 2002) Holt Literature and Language Arts, Course 5 Essentials of American Literature; Holt, Rinehart & Winston</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>English Literature and Composition Grade 12 (Adopted in 2002) Holt Literature and Language Arts, Course 6 Essentials of British and World literature; Holt, Rinehart & Winston</p> <p>Expository Reading and Writing (Adopted in 2007) CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)</p>		
Mathematics	<p>Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008) California Algebra Readiness; Pearson Prentice Hall</p> <p>Algebra 1 Concepts / Algebra 1B (Adopted in 2008) California Algebra 1; Holt, Rinehart & Winston</p> <p>Geometry (Adopted in 2008) California Geometry; Holt, Reinhart & Winston</p> <p>Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008) California Algebra 2; Holt, Reinhart & Winston</p> <p>Pre-Calculus / Pre-Calculus Honors (Adopted in 2008): Precalculus-Mathematics for Calculus (Adopted in 2008);</p> <p>Cengage Personal Finance, Grade 12 (Adopted in 2008) Mathematics with Business Applications; Glencoe/McGraw-Hill</p>	Yes	0%
Science	<p>Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston</p> <p>Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill</p> <p>Anatomy & Physiology (Adopted in 2007) Essentials of Human Anatomy & Physiology; Eighth Ed.; Pearson-Benjamin Cummings</p> <p>Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall</p> <p>Physics (Adopted in 2007) Foundations of Physics; CPO Science</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell</p> <p>United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell</p> <p>American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall</p> <p>Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill</p>	Yes	0%
Foreign Language	<p>Spanish III Honors (Adopted in 1998)</p> <p>Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley</p>	Yes	0%
Visual and Performing Arts	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

EOC CAMPUS

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 04/08/15.

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

of Work Orders = 314

Labor Hours = 902.72

Assessed Value of Work = \$39,351.66

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/08/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 04/08/15				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	46	43	44
Mathematics	6	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	115	93	80.9	18	33	31	15
Male	11		42	36.5	21	33	33	12
Female	11		51	44.3	16	33	29	18
Black or African American	11		8	7.0	--	--	--	--
American Indian or Alaska Native	11		1	0.9	--	--	--	--
Asian	11		2	1.7	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		55	47.8	20	36	33	9
White	11		25	21.7	12	24	24	36
Two or More Races	11		2	1.7	--	--	--	--
Socioeconomically Disadvantaged	11		42	36.5	26	31	36	7
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	115	93	80.9	63	27	6	0
Male	11		42	36.5	57	31	10	0
Female	11		51	44.3	69	24	4	0
Black or African American	11		8	7.0	--	--	--	--
American Indian or Alaska Native	11		1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	11		2	1.7	--	--	--	--
Filipino	11		0	0.0	--	--	--	--
Hispanic or Latino	11		55	47.8	71	25	2	0
White	11		25	21.7	48	32	16	0
Two or More Races	11		2	1.7	--	--	--	--
Socioeconomically Disadvantaged	11		42	36.5	74	17	7	0
Students with Disabilities	11		0	0.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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.

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)	26	62	58	56	60	58	59	60	56

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.

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	58
All Students at the School	58
Male	75
Female	44
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	50
White	71
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	52
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2014-15)

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 completion graduation rate for the district's CTE programs.

California Partnership Academies

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

Career Technical Education Pathways

- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

ROP Programs

- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

Career Technical Education Participation (School Year 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.63
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	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 Grade Ten Students (Three-Year Comparison)

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	51	62	65	56	49	51	57	56	58
Mathematics	49	46	59	61	55	51	60	62	59

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.

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

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	27	32	41	38	21
All Students at the School	35	29	35	41	44	16
Male	57	21	21	36	43	21
Female	18	35	47	44	44	11
Hispanic or Latino	46	15	38	50	43	7
White	38	23	38	38	31	31
Socioeconomically Disadvantaged	50	36	14	57	29	14

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.

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	30.80	7.70	46.20

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 (Most Recent Year)

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 aides 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	10.50	8.00	6.50	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	81.84	85.46	87.15	81.84	85.46	87.15	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	51.52	84.61	84.6
Black or African American	41.18	83.55	76
American Indian or Alaska Native		62.5	78.07
Asian	100	94.33	92.62
Filipino		94.87	96.49
Hispanic or Latino	43.94	82.01	81.28
Native Hawaiian/Pacific Islander		82.35	83.58
White	64.86	88.33	89.93
Two or More Races	100	80	82.8
Socioeconomically Disadvantaged	137.5	62.75	61.28
English Learners	60	61.01	50.76
Students with Disabilities	45.45	82.82	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.88	0.00	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

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

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	10	60	9	2	11	41	6	3	6	72	7	
Mathematics	7	64	2		9	38	3		6	45		
Science	13	9	2		11	11	2		6	22		
Social Science	10	75	9	2	9	53	8	1	7	66	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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12,847	657	12,190	89,389
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	75.9	1.1
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	54.9	9.5

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

Types of Services Funded (Fiscal Year 2014-15)

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

\$8,036 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2014-15)

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.

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 at Opportunity 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

In addition to 13-14 PD, This year, teachers worked primarily in the implementation of the California Common Core State Standards. Other topics have included:

- Textbook adoptions
- MAP Assessments
- CAHSEE Blueprint Assessments
- Internet Safety
- GradPoint
- Curriculum revision
- School Safety Plan
- Anti-Bullying Policy
- Technology

2015-16

- In addition to 2013-15, Teachers will do three full days of PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics will include:
- Technology
- Digital Citizenship
- Mandated Reporting
- Bullying Prevention