

Summit Charter Academy

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 Charter Academy
Street	175 S. Mathew St.; 15550 Redwood; 1509 N. Lombardi St.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 788-6445
Principal	Krista Herrera, Lily Shimer, and Treasure Weisenberger
E-mail Address	cruffa@burtonschools.org
Web Site	www.summitcharter.org ; www.summitcollegiate.org ; www.summitlombardi.org
Grades Served	K-12
CDS Code	54-71837-0109009

District Contact Information	
District Name	Burton Elementary School District
Phone Number	(559) 781-8020
Superintendent	Dr. Sharon Kamberg
E-mail Address	skamberg@burtonschools.org
Web Site	www.burtonschools.org

School Description and Mission Statement (Most Recent Year)

Summit Charter Academy (SCA) is located in the west side of Porterville, California in rural Tulare County, in the heart of the San Joaquin Valley. The district consists of nine school sites: three K-6 campuses, one 7-8 campus, one 9-12 site based Charter High School, SCA-Mathew, which is a K-6 dual immersion campus, SCA Lombardi, which is a K-6 International Baccalaureate School, and Summit Collegiate Charter Academy (SCCA), which is a 6-12 International Baccalaureate School. Summit Charter Academy also offers a K-6 homeschooling component. For the 2015-16 school year, Summit Charter Academy has approximately 1,767 students in grades K-12.

Burton School District Mission:

The Burton experience will prepare students to be college and world ready.

Summit Charter Academy allows students to explore the world before them as the staff challenges each student to rise to the pinnacle of physical, artistic, and intellectual awareness. The Charter School educates students of the Burton District to demonstrate a firm commitment to their community, exhibit strong personal character, critically analyze information, and communicate articulately. Summit Charter Academy is committed to developing critical thinkers and problem solvers who value the perspectives and cultures of the global community.

This charter school delivers a rigorous transdisciplinary curriculum. In addition, the school focuses on these specific program areas:

- 1) Acquisition of a Second Language:(Parent Choice) Our program includes a dual language model with students learning in both Spanish and English or an English program with the opportunity for Spanish enrichment. The goal is for students to attain advanced levels of functional proficiency in two languages and to promote understanding of and appreciation for the cultures represented by the languages studied.
- 2) Integrated Fine and Performing Arts with Academics: The arts contain a rich body of knowledge that will aid all students in understanding the world around them and enhance their learning in all academic areas. It is the goal of the school that students be offered an art-enriched environment that encourages students to make connections and judgments that validate their learning.
- 3) Experiential/Project-based Learning: We will provide students with the opportunity to proceed through standards based curricular areas by working collaboratively or individually on projects that reflect their individual needs.
- 4) International Baccalaureate: Summit Charter Collegiate Academy is an IB school with the Middle Years Programme and Summit Charter Lombardi is an IB school with the Primary Years Programme.
- 5) Technology infused into curriculum delivery and student learning. Currently, there are 16 classes at SCA involved in the "1:World" laptop program in which each student has a laptop to enhance 21st century learning skills.
- 6) Parental support and involvement at school, at home, and in the community: Parents are meaningfully involved in supporting the school and their student's education.

The Student Learning Outcomes state that Summit Charter Academy students are of high character who value collaborating with others to think critically about the problems our world faces. Working collaboratively with others, SCA students develop creative ideas and innovative solutions to these real world problems.

People of Character

- Demonstrate responsibility in their academic and social interactions
- Show respect towards others and themselves
- Display confidence and motivation
- Have goals for their future

Critical Thinkers

- Identify problems in the real world and create solutions through inquiry
- Develop creative ideas and seek innovation
- Take risks and view mistakes as opportunities for growth
- Are active participants in the changing world around them

Global Citizens

- Appreciate the cultures of others
- Work well with diverse populations
- Use technology as a tool to connect to the international community
- Understand their individual responsibility to nature and our environment

Collaborative

- Collaborate with peers with open mindedness
- Use collaboration as a tool to achieve their goals
- Communicate through a variety of medias
- Effectively read, write, listen and speak while learning and collaborating
- Work to bridge barriers culturally, geographically and linguistically

SCA Mathew is staffed with one principal, one vice-principal, and 23 regular classroom teachers, and one part time Resource Specialists. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: eight part-time intervention aides, two part-time special education aides, a full-time custodian, one full-time secretary, one part-time clerk, one part-time Special Education aide, and one part-time Library Technician. Additionally, the school receives services from a district nurse and a district School Psychologist. Fourth through sixth grade students are also provided instruction from a district instrumental music teacher and one physical education teachers.

The Mathew Campus implements The Character Counts! Program and its six pillars (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship) are instilled in students and staff. Each month one student from each class is recognized for being a leader and an example of good character. The school community is also involved in service projects inspired by a dedication to helping others. Service projects such as canned food drives and recycling are examples of just two of the ways that students and staff are giving back to the community.

The Mathew Campus is equipped with desktop computers in classrooms, in the library, and in the office. Each permanent classroom is equipped with either a projector or a 70 inch smart TV. Staff and students have access to a computer lab, consisting of 37 computers. All K-3 classrooms have a set of ipads (at least 1 for every 3 students). Fourth grade classrooms have a set of ipads for each student. All have access to the internet. Three classrooms are equipped with Smartboards. Mathew also has four class set of chromebooks. Telephones with outside access are available in all classrooms. Electronic networking is in place at our school. A Burton School District and Summit Charter Academy website is in place and enables parents and community to keep in touch with our school.

SCA Lombardi is staffed with one principal, one vice principal, a part-time IB Coordinator, twenty-five regular classroom teachers, one full-time Resource Specialist and one part-time Resource Specialist. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: four part-time intervention aides, one part-time ELL/Migrant aide, a full-time and part-time custodian, one full-time secretary, one part-time clerk, four part-time Special Education aides, and a part-time Certified Library Technician. Additionally, the school receives services from a district nurse and a district School Psychologist. Fourth through sixth grade students are also provided instruction from a district instrumental music teacher and a physical education teacher.

SCA Lombardi is equipped with desktop computers in classrooms, in the library, and in the office. Staff and students have access to a computer lab and all 5th- 6th grade classes have laptops for each student. All K-3 classrooms have a set of iPads (at least 1 for every 3 students). Fourth grade classrooms have a set of iPads for each student. Two classrooms are equipped with Smartboards and all classrooms have mounted LCD projectors and document cameras. The school website and phone system are used to communicate with parents and the community.

The Lombardi Campus is an International Baccalaureate (IB) school. Through the International Baccalaureate Primary Years Programme, we are teaching students to be knowledgeable, inquirers, open-minded, risk-takers, balanced, reflective, caring, principled, thinkers, and communicators. Project-based learning, Spanish enrichment, and literacy units (reading, writing, and discussing) are focal points of the IB programme.

IB School Pledge for the Primary Years Programme:

We, as an I.B. Candidate School, promise to foster inquiry, embrace global citizenship and encourage empathy towards all. We do this in a way that allows us to inquire and understand others through their language, culture, and points of view. We will live by the I.B. attitudes and attributes, so that we will proudly represent ourselves as part of the I.B. Organization.

IB Student Pledge for the Primary Years Programme:

I pledge to be an open-minded thinker; to do my best to have a healthy, caring attitude. I will be committed to learning through inquiry and showing enthusiasm each day. I believe that quality and creative work equals success. I can use my knowledge and curiosity to be successful in the world.

Summit Charter Collegiate Academy is staffed with one principal, a vice principal, a counselor, a part-time IB Coordinator, twenty-three full time classroom teachers, six part time classroom teachers and two Resource Specialists. Other classified employees include: a full-time and part-time custodian, one full-time secretary, two part-time clerks, four part-time aides, two full time aides, one physical education aide, two part-time campus security supervisor, and a part-time Certified Library Technician. Additionally, the school receives services from a district nurse and a district School Psychologist.

The Collegiate Campus is an International Baccalaureate (IB) school. Through the International Baccalaureate Middle Years Programme, we are teaching students to be knowledgeable, inquirers, open-minded, risk-takers, balanced, reflective, caring, principled, thinkers, and communicators. We are preparing students for their lives after high school internationally. The Collegiate Campus is equipped with two computer labs that each consist of 32 desktop computers and there is also one desktop computer in each classroom. The school website and phone system are used to communicate with parents and the community.

The entire staff at Summit Charter Academy is committed to providing the best education possible to its students. We believe that all students can succeed regardless of their race, background, or ability. To that end, we strive to provide a nurturing atmosphere that encourages our students to try their best daily without fear of failure. Summit Charter Academy is a place where excellence is stressed, both in academics as well as in all aspects of life. At our school, each student is recognized as a special person who can make valuable contributions to our future world.

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

Grade Level	Number of Students
Kindergarten	174
Grade 1	161
Grade 2	201
Grade 3	153
Grade 4	140
Grade 5	159
Grade 6	140
Grade 7	139
Grade 8	134
Grade 9	86
Grade 10	37
Grade 11	54
Grade 12	23
Total Enrollment	1,601

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.4
Asian	1.4
Filipino	2.1
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.1
White	27.5
Two or More Races	0.6
Socioeconomically Disadvantaged	61.9
English Learners	23.3
Students with Disabilities	6.6

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	61	76		
Without Full Credential		3		
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	1		
Vacant Teacher Positions	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	91.6	8.4
All Schools in District	92.2	7.8
High-Poverty Schools in District	92.2	7.8
Low-Poverty Schools in District	0.0	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 (School Year 2015-16)

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption – Good Quality	Yes	0%
Mathematics	Current Adoption – Good Quality	Yes	0%
Science	Current Adoption – Good Quality	Yes	0%
History-Social Science	Current Adoption – Good Quality	Yes	0%
Foreign Language	Current Adoption – Good Quality	Yes	0%
Health	Current Adoption – Good Quality	Yes	0%
Visual and Performing Arts	Current Adoption – Good Quality	Yes	0%
Science Laboratory Equipment (grades 9-12)	Current Adoption – Good Quality	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance, Operations and Transportation, along with the site administrator, annually inspects our school site. Safety hazards, maintenance needs, repairs, etc. are noted and scheduled for repair. District maintenance staff ensures that the repairs necessary to keep our school in good repair and working order are completed in a timely manner.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior, and exterior painting, and flooring systems.

SCA – Deferred Maintenance 2008

1. Paint all exterior doors & window frames.
2. Carpet/VCT per schedule.
3. Painting exterior as needed.
4. Asphalt – Slurry coat all areas 2010/2011.
5. Electrical systems, Bells, Intercom and Fire Alarm – \$50,000.00
6. Plumbing systems - \$15,000.00
7. HVAC as needed.

SCA Collegiate– Deferred Maintenance 2008

1. Paint all exterior doors & window frames.
2. Painting exterior as needed.
3. Carpet/VCT - Rooms as needed per schedule.
4. Asphalt – Slurry coat all areas 2010/2011.
5. Electrical systems, Bells, Intercom and Fire Alarm.
6. Plumbing systems.
7. HVAC as needed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2013				
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			Replace carpet in 300 wing (warranty work) Install blinds in classrooms
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			Removal of several trees Install shade structures on playgrounds

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2013				
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	40	34	44
Mathematics	22	19	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	3	152	147	96.7	31	27	28	14
	4	142	137	96.5	26	23	26	26
	5	162	160	98.8	35	23	28	14
	6	138	138	100.0	17	41	30	12
	7	138	137	99.3	53	23	23	1
	8	131	119	90.8	45	26	26	3
	11	53	51	96.2	18	20	37	25
Male	3	152	80	52.6	33	24	29	15
	4	142	64	45.1	34	22	23	20
	5	162	85	52.5	42	20	27	11
	6	138	71	51.4	18	42	30	10
	7	138	63	45.7	63	21	14	2
	8	131	66	50.4	48	27	24	0
	11	53	32	60.4	25	25	38	13
Female	3	152	67	44.1	28	31	27	13
	4	142	73	51.4	18	25	27	30
	5	162	75	46.3	27	25	29	19
	6	138	67	48.6	15	39	31	15
	7	138	74	53.6	45	24	30	1
	8	131	53	40.5	42	25	28	6
	11	53	19	35.8	5	11	37	47
Black or African American	4	142	2	1.4	--	--	--	--
	5	162	2	1.2	--	--	--	--
	6	138	2	1.4	--	--	--	--
	7	138	3	2.2	--	--	--	--
	8	131	2	1.5	--	--	--	--
American Indian or Alaska Native	3	152	4	2.6	--	--	--	--
	6	138	1	0.7	--	--	--	--
	7	138	3	2.2	--	--	--	--
	8	131	4	3.1	--	--	--	--
	11	53	2	3.8	--	--	--	--
Asian	3	152	4	2.6	--	--	--	--
	4	142	1	0.7	--	--	--	--
	5	162	6	3.7	--	--	--	--
	7	138	1	0.7	--	--	--	--
	8	131	4	3.1	--	--	--	--
Filipino	3	152	4	2.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	142	1	0.7	--	--	--	--
	5	162	5	3.1	--	--	--	--
	6	138	4	2.9	--	--	--	--
	11	53	5	9.4	--	--	--	--
Hispanic or Latino	3	152	95	62.5	37	26	27	9
	4	142	95	66.9	27	27	23	22
	5	162	94	58.0	44	24	26	6
	6	138	76	55.1	22	41	28	9
	7	138	91	65.9	56	23	19	2
	8	131	82	62.6	50	26	22	2
	11	53	25	47.2	32	24	36	8
Native Hawaiian or Pacific Islander	7	138	1	0.7	--	--	--	--
	11	53	1	1.9	--	--	--	--
White	3	152	39	25.7	21	28	33	18
	4	142	37	26.1	22	16	24	38
	5	162	53	32.7	21	25	28	26
	6	138	54	39.1	7	44	33	15
	7	138	38	27.5	42	21	37	0
	8	131	27	20.6	30	30	37	4
	11	53	18	34.0	6	11	39	44
Two or More Races	3	152	1	0.7	--	--	--	--
	4	142	1	0.7	--	--	--	--
	6	138	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3	152	84	55.3	37	27	30	6
	4	142	79	55.6	32	30	19	19
	5	162	86	53.1	40	29	22	9
	6	138	87	63.0	22	37	31	10
	7	138	103	74.6	59	20	19	1
	8	131	84	64.1	52	27	18	2
	11	53	34	64.2	24	21	35	21
Students with Disabilities	3	152	15	9.9	73	20	7	0
	4	142	14	9.9	71	21	7	0
	5	162	9	5.6	--	--	--	--
	6	138	11	8.0	55	45	0	0
	7	138	11	8.0	91	0	9	0
	8	131	9	6.9	--	--	--	--
	11	53	12	22.6	58	25	17	0
Students Receiving Migrant	3	152	2	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Education Services	4	142	4	2.8	--	--	--	--
	5	162	1	0.6	--	--	--	--
	6	138	7	5.1	--	--	--	--
	7	138	11	8.0	45	36	18	0
	8	131	9	6.9	--	--	--	--
	11	53	3	5.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	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	3	152	147	96.7	31	37	28	4
	4	142	137	96.5	20	42	28	9
	5	162	160	98.8	51	31	9	9
	6	138	138	100.0	37	35	23	5
	7	138	137	99.3	53	37	8	1
	8	131	119	90.8	66	22	8	3
	11	53	51	96.2	63	31	2	4
Male	3	152	80	52.6	26	34	34	6
	4	142	64	45.1	23	39	27	11
	5	162	85	52.5	52	29	8	11
	6	138	71	51.4	30	42	20	8
	7	138	63	45.7	51	38	10	2
	8	131	66	50.4	59	29	9	3
	11	53	32	60.4	72	22	3	3
Female	3	152	67	44.1	37	40	21	1
	4	142	73	51.4	18	44	30	8
	5	162	75	46.3	49	32	11	8
	6	138	67	48.6	45	27	27	1

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7	138	74	53.6	55	36	7	1
	8	131	53	40.5	75	13	8	4
	11	53	19	35.8	47	47	0	5
Black or African American	4	142	2	1.4	--	--	--	--
	5	162	2	1.2	--	--	--	--
	6	138	2	1.4	--	--	--	--
	7	138	3	2.2	--	--	--	--
	8	131	2	1.5	--	--	--	--
American Indian or Alaska Native	3	152	4	2.6	--	--	--	--
	6	138	1	0.7	--	--	--	--
	7	138	3	2.2	--	--	--	--
	8	131	4	3.1	--	--	--	--
	11	53	2	3.8	--	--	--	--
Asian	3	152	4	2.6	--	--	--	--
	4	142	1	0.7	--	--	--	--
	5	162	6	3.7	--	--	--	--
	7	138	1	0.7	--	--	--	--
	8	131	4	3.1	--	--	--	--
Filipino	3	152	4	2.6	--	--	--	--
	4	142	1	0.7	--	--	--	--
	5	162	5	3.1	--	--	--	--
	6	138	4	2.9	--	--	--	--
	11	53	5	9.4	--	--	--	--
Hispanic or Latino	3	152	95	62.5	35	38	25	2
	4	142	95	66.9	21	47	25	6
	5	162	94	58.0	63	28	7	2
	6	138	76	55.1	46	33	20	1
	7	138	91	65.9	55	40	3	2
	8	131	82	62.6	67	23	9	1
	11	53	25	47.2	80	20	0	0
Native Hawaiian or Pacific Islander	7	138	1	0.7	--	--	--	--
	11	53	1	1.9	--	--	--	--
White	3	152	39	25.7	26	33	31	10
	4	142	37	26.1	19	27	35	19
	5	162	53	32.7	34	38	11	17
	6	138	54	39.1	24	41	28	7
	7	138	38	27.5	45	37	18	0
	8	131	27	20.6	70	11	7	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11	53	18	34.0	39	50	6	6
Two or More Races	3	152	1	0.7	--	--	--	--
	4	142	1	0.7	--	--	--	--
	6	138	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	3	152	84	55.3	39	35	24	2
	4	142	79	55.6	27	46	22	6
	5	162	86	53.1	62	30	2	6
	6	138	87	63.0	39	40	17	3
	7	138	103	74.6	56	36	6	2
	8	131	84	64.1	69	25	5	1
	11	53	34	64.2	62	35	0	3
Students with Disabilities	3	152	15	9.9	80	20	0	0
	4	142	14	9.9	64	29	7	0
	5	162	9	5.6	--	--	--	--
	6	138	11	8.0	73	27	0	0
	7	138	11	8.0	82	18	0	0
	8	131	9	6.9	--	--	--	--
	11	53	12	22.6	100	0	0	0
Students Receiving Migrant Education Services	3	152	2	1.3	--	--	--	--
	4	142	4	2.8	--	--	--	--
	5	162	1	0.6	--	--	--	--
	6	138	7	5.1	--	--	--	--
	7	138	11	8.0	55	36	0	9
	8	131	9	6.9	--	--	--	--
	11	53	3	5.7	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	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)	54	52	56	50	47	38	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	38
All Students at the School	56
Male	58
Female	54
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	46
White	73
Socioeconomically Disadvantaged	--
English Learners	23
Students with Disabilities	50
Students Receiving Migrant Education Services	--
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)

Not applicable.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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	12.05
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22

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	44	51	66	39	44	47	57	56	58
Mathematics	31	46	49	29	37	39	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	53	23	25	61	30	9
All Students at the School	34	29	37	51	34	14
Male	40	30	30	55	25	20
Female	27	27	47	47	47	7
Hispanic or Latino	44	38	19	75	13	13
White	23	23	54	38	54	8
Socioeconomically Disadvantaged	36	27	36	50	36	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
5	19.10	29.30	33.10
7	18.40	16.10	36.80
9	27.50	26.20	6.20

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)

Family involvement is integral to the educational process:

Parents are critical to the successful education of their children. Summit Charter Academy will provide parents with ample opportunities for meaningful connections with their children's school experiences. Parents will be included in the discussions and governance of this school as well as a personal connection and a voice in how their children will be educated. Demonstrating strong parent involvement sends a powerful message to students. Children from all socioeconomic communities and their parents are invited to be active and vocal partners in education. Therefore, with strong parental involvement and support, we will meet the extraordinary levels of student success that we envision. This communication can be accomplished by:

- School site meetings (Back-to-School, conferences, celebration events, etc)
- Development and implementation of Individualized Learning Plans for students with special needs
- Email
- Telephone access
- Access to Aeries online
- Newsletters and notes home
- Website access
- PIQE open to families of students in grades 6-12

Parents as supporters on the school site:

All parents are asked to provide 30 hours of their time each year in service to the school. The types of work will be highly varied and personalized so that each parent can choose any number of ways to contribute his/her time to their family's school.

Parents as part of the school's governance council:

Parents will serve on the school's Board of Directors.

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	2.70	0.00	6.90	20.30	23.50	30.80	13.10	11.40	11.50
Graduation Rate	94.59	100.00	93.10	67.57	64.71	66.67	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	84.38	85.29	84.6
Black or African American			76
American Indian or Alaska Native			78.07
Asian	50	50	92.62
Filipino	100	100	96.49
Hispanic or Latino	100	94.12	81.28
Native Hawaiian/Pacific Islander			83.58
White	81.25	80	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	60	42.86	61.28
English Learners	100	93.33	50.76
Students with Disabilities	92.86	82.98	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	5.77	4.18	2.41	4.81	4.67	3.32	5.07	4.36	3.80
Expulsions	0.07	0.00	0.00	0.07	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Summit Charter academy strives to provide and maintain a safe, clean and orderly environment that is conducive to learning. Staff members provide student supervision before school (7:45-8:15) as well as during morning and lunch recesses. The Board of Directors has adopted a School Safety Plan with attention to school climate and environment. Included in this plan is a Safe Route to School for all students. The plan was written with staff and parent input and approved by the Board of Directors and Board of Trustees. This plan is updated yearly or as needed with the assistance from the Transportation Department to insure safe walking access to and from school. A Crossing Guard is in place in front of the elementary campuses in order to safely cross kids prior to the start of school and at the end of the school day. Additionally, both the district staff and teachers have reviewed and implemented an Action Plan for Emergency Preparedness which includes plans for dealing with fire, flood, fallen aircraft, earthquake, chemical accident, windstorm, bomb threat, civil defense, and imminent danger. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the emergency plan has been shared with the Porterville Police Department.

The Olweus Bullying Prevention Program is utilized to promote a safe and positive school environment. Class meetings are held weekly to discuss and address any bullying incidences. In addition, the Character Counts program is utilized at the Mathew Campus and the IB Learner Profile traits (character traits) are taught at Summit Charter Collegiate Academy and the Lombardi Campus.

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	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	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	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2005-2006
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	9		22	1	7		22	3	5	
1	24		6		24	1	8		23		7	
2	24	1	5		27		6		22	1	8	
3	29		5		29		5		25		6	
4	25	2	3		27		6		27		5	
5	25	2	4		32		3	1	26		6	
6	26		5		31		4		35			5
Other	23		1						12	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

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	25	5	6	5	17	16	12		25	7	8	6
Mathematics	22	7	8	1	19	13	8		17	18	6	2
Science	16	17	9	1	19	12	11	1	23	12	7	8
Social Science	27	3	6	5	24	4	10	3	26	5	11	2

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	250
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	3	N/A
Psychologist	0.25	N/A
Social Worker	N/A	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.17	N/A
Resource Specialist	2	N/A
Other	N/A	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	\$5411	\$566	\$4845	\$57,043
District	N/A	N/A	\$5,999	\$62,358
Percent Difference: School Site and District	N/A	N/A	-19.2	-8.5
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	3.3	-15.2

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

Types of Services Funded (Fiscal Year 2014-15)

At Summit Charter Academy, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of Summit Charter Academy's budget is made up of "general" funds, the school also receives "categorical" funds to supplement the general education program. To ensure that the educational needs of all students are met, including those with special needs, programs are funded through state and federal program funds: this consists of the block grant for charter schools as well as Title I- Schoolwide Program to upgrade the entire educational program of the school. Summit Charter Academy's site plan coordinates programs to meet the needs of individual students.

A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the Safe Route to School walking distance if they are within the school district boundaries. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide.

Summit Charter Academy provides a variety of services above and beyond regular classroom instruction. Our part-time psychologist provides assistance for students' emotional needs or other types of help. Our part-time school nurse and LVN provide emergency medical attention as permitted by law, as well as health education for both students and staff. Other services funded and provided are RSP specialists at each site, physical education teachers, kindergarten aides, and intervention aides, among others.

Summit Charter Academy funds a Dual Immersion program as well as the International Baccalaureate Primary Years Programme and Middle Years Programme.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,588	\$42,723
Mid-Range Teacher Salary	\$62,108	\$65,936
Highest Teacher Salary	\$83,686	\$84,545
Average Principal Salary (Elementary)	\$102,330	\$106,864
Average Principal Salary (Middle)	\$114,021	\$110,494
Average Principal Salary (High)	\$115,050	\$103,499
Superintendent Salary	\$138,000	\$159,133
Percent of Budget for Teacher Salaries	38%	40%
Percent of Budget for Administrative Salaries	9%	6%

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		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Two of the most powerful methods for improving school performance are analyzing student work and performance and identifying best practices. These activities require staff members to examine their practice carefully in relation to the progress that their students make toward the standards. Our professional development program includes regular opportunities for our staff to meet and engage in professional conversations about student work, what proficiency with the standards looks like, and how to improve their teaching.

At Summit Charter Academy we consistently use data to make informed decisions and to monitor the academic progress of our students at all achievement levels. At the beginning of the academic year, students' benchmark and CELDT scores are used to assess proficiency levels and areas of need. These assessment results are also utilized to set SMART goals at each grade level. Student progress and achievement towards these goals is constantly monitored through the Professional Learning Community process. Teachers and support staff meet weekly in "data teams" to use data to collaboratively review instructional results, monitor students' progress and make informed decisions about future program and instructional practices. During data teams, teachers identify students by name and determine the best instructional strategies to be utilized to meet the individual needs of the students. Focus standards are identified per grade level and are monitored to ensure student progress. Use of grade level common formative assessments (short cycles) aligned to the common core state standards also help teachers to monitor student progress towards meeting the identified focus standards. With the International Baccalaureate Programme, formative, summative, and self-assessments are incorporated throughout the curriculum. Classroom assessments serve different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. Students are active participants in creating components of assessments. There are a range of strategies for formative and summative assessments, such as projects, reports, presentations, journals, portfolios, and written and oral tests.

Teachers and support staff have many opportunities for staff development through our district Professional Academy of Learning and Leadership, such as literacy training, project-based learning training, classroom management training, and thinking maps training. Last year, all teachers are received professional development from the Tulare County Office of Education on the common core math standards in order to fully understand the standards and learn effective instructional strategies for teaching math. Those teachers involved in the "1:World" laptop program have the opportunity for staff development and collaboration twice a month in order to enhance their ability to provide technology instruction for 21st century learning.

One of the most effective levels of support provided to teachers is the weekly collaboration time focused on the professional growth of teachers and learning for all students. The Burton School District provides coaching to all new and non-tenured teachers, as well as to teachers who need support in a specific area. Administrators also serve as curricular coaches via classroom observations and discussions. All administrators were trained in "Cognitive Coaching" to better their skills in instructional coaching. This year, we will be working with an EL coach who will provide professional development and coaching in regards to effective teaching strategies for English Language Learners. This will include classroom observations, demonstrations, and individual coaching sessions with teachers and the site principal.

Professional Development is an important on-going process utilized by staff to develop stronger strategies and teaching practices.