

Summit Charter Academy

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 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 |
| 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 (School Year 2016-17)

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: four 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 7-12 International Baccalaureate- Early College School. Summit Charter Academy also offers a K-6 homeschooling component. Current enrollment is approximately 1,900 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. Each K-3rd grade class has at least one iPad for every two students. Fourth through sixth grade students have one to one devices. All 7th and 8th grade students have iPads and all 9th-12th grade students have Macbook Air devices. Beginning in 7th grade, students take their devices home as well as using them during the instructional day.
- 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, 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 teacher.

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. 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 sets of chromebooks. Telephones with outside access are available in all classrooms. Electronic networking is in place at our school. Burton School District and Summit Charter Academy websites are 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 two part-time custodians, 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 2 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-seven full time classroom teachers, two part time classroom teachers and three 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 a computer lab that each consist of 32 desktop computers. Every high school student has been issued a Macbook Air and every junior high student has been issued an iPad. There are Wi-Fi devices available for students who need home internet access. The school website and phone system are used to communicate with parents and the community.

The Collegiate Campus is also offering a College Express Pathway which provides students the opportunity to earn up to 68 college credits and an AS degree in Business Administration from Porterville College by the time the graduate from high school. The high school and college are working together to provide opportunities through concurrent enrollment, dual enrollment and articulated courses to provide students multiple opportunities to earn college credit.

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 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 217 |
| Grade 1 | 173 |
| Grade 2 | 157 |
| Grade 3 | 194 |
| Grade 4 | 152 |
| Grade 5 | 144 |
| Grade 6 | 165 |
| Grade 7 | 164 |
| Grade 8 | 139 |
| Grade 9 | 111 |
| Grade 10 | 76 |
| Grade 11 | 34 |
| Grade 12 | 49 |
| Total Enrollment | 1,775 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.7 |
| American Indian or Alaska Native | 1.7 |
| Asian | 1.6 |
| Filipino | 1.9 |
| Hispanic or Latino | 67.9 |
| Native Hawaiian or Pacific Islander | 0.1 |
| White | 25.5 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 66.3 |
| English Learners | 21.9 |
| Students with Disabilities | 6.2 |
| Foster Youth | 0.1 |

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 | 76 | | 67 | 166 |
| Without Full Credential | 3 | | 23 | 56 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

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 | 82.1 | 17.9 |
| All Schools in District | 90.6 | 9.4 |
| High-Poverty Schools in District | 90.6 | 9.4 |
| 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 2016-17)

Year and month in which data were collected: September 2016

SCA follows the Curriculum Council adoption process for selecting and purchasing textbooks. All students have daily access to core curriculum textbooks.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|--|----------------------------|---|
| Reading/Language Arts | Current Adoption (2003) – Good Quality | Yes | 0% |
| Mathematics | Current Adoption (2014) – Good Quality | Yes | 0% |
| Science | Current Adoption (2007) – Good Quality | Yes | 0% |
| History-Social Science | Current Adoption (2006) – 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)

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.

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: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | New Wi-Fi Thermostats added to entire site Prop 39 (SCA Mathew) |
| Interior: Interior Surfaces | X | | | Paint all interior hallways (SCA Lombardi) |
| 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 | | | New fall material added to playground equipment (SCA Lombardi)---New fall material added to playground equipment (SCA-Mathew)--Slurry all asphalt (SCA-Mathew) |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2016 | | | | |
|---|-----------|------|------|------|
| 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 | 40 | 40 | 34 | 35 | 44 | 48 |
| Mathematics | 22 | 24 | 20 | 21 | 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 | 3 | 195 | 194 | 99.5 | 28.9 |
| | 4 | 151 | 146 | 96.7 | 51.4 |
| | 5 | 144 | 143 | 99.3 | 46.9 |
| | 6 | 162 | 161 | 99.4 | 52.2 |
| | 7 | 166 | 164 | 98.8 | 31.7 |
| | 8 | 139 | 136 | 97.8 | 29.6 |
| | 11 | 34 | 34 | 100.0 | 58.8 |
| Male | 3 | 90 | 90 | 100.0 | 23.3 |
| | 4 | 82 | 82 | 100.0 | 56.1 |
| | 5 | 69 | 69 | 100.0 | 43.5 |
| | 6 | 82 | 81 | 98.8 | 44.4 |
| | 7 | 74 | 74 | 100.0 | 27.0 |
| | 8 | 60 | 60 | 100.0 | 22.0 |
| | 11 | 20 | 20 | 100.0 | 45.0 |
| Female | 3 | 105 | 104 | 99.0 | 33.6 |
| | 4 | 69 | 64 | 92.8 | 45.3 |
| | 5 | 75 | 74 | 98.7 | 50.0 |
| | 6 | 80 | 80 | 100.0 | 60.0 |
| | 7 | 92 | 90 | 97.8 | 35.6 |
| | 8 | 79 | 76 | 96.2 | 35.5 |
| | 11 | 14 | 14 | 100.0 | 78.6 |
| Black or African American | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 146 | 145 | 99.3 | 22.1 |
| | 4 | 96 | 95 | 99.0 | 44.2 |
| | 5 | 95 | 95 | 100.0 | 47.4 |
| | 6 | 97 | 96 | 99.0 | 40.6 |
| | 7 | 104 | 103 | 99.0 | 26.2 |
| | 8 | 94 | 92 | 97.9 | 27.2 |
| | 11 | 14 | 14 | 100.0 | 50.0 |
| Native Hawaiian or Pacific Islander | 8 | -- | -- | -- | -- |
| White | 3 | 37 | 37 | 100.0 | 46.0 |
| | 4 | 42 | 38 | 90.5 | 65.8 |
| | 5 | 43 | 42 | 97.7 | 45.2 |
| | 6 | 52 | 52 | 100.0 | 69.2 |
| | 7 | 52 | 51 | 98.1 | 45.1 |
| | 8 | 36 | 35 | 97.2 | 38.2 |
| | 11 | 17 | 17 | 100.0 | 64.7 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 144 | 143 | 99.3 | 21.7 |
| | 4 | 91 | 88 | 96.7 | 45.5 |
| | 5 | 85 | 84 | 98.8 | 39.3 |
| | 6 | 90 | 90 | 100.0 | 38.9 |
| | 7 | 129 | 127 | 98.5 | 27.6 |
| | 8 | 105 | 104 | 99.0 | 26.9 |
| | 11 | 20 | 20 | 100.0 | 60.0 |
| English Learners | 3 | 47 | 47 | 100.0 | 21.3 |
| | 4 | 35 | 34 | 97.1 | 55.9 |
| | 5 | 25 | 25 | 100.0 | 36.0 |
| | 6 | 29 | 29 | 100.0 | 20.7 |
| | 7 | 22 | 22 | 100.0 | |

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 28 | 26 | 92.9 | 7.7 |
| | 11 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 14 | 14 | 100.0 | 7.1 |
| | 5 | 14 | 14 | 100.0 | 7.1 |
| | 6 | -- | -- | -- | -- |
| | 7 | 11 | 11 | 100.0 | 18.2 |
| | 8 | 12 | 12 | 100.0 | |
| | 11 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 12 | 100.0 | 8.3 |
| | 8 | 11 | 11 | 100.0 | 36.4 |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

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 | 3 | 195 | 194 | 99.5 | 34.0 |
| | 4 | 151 | 146 | 96.7 | 29.4 |
| | 5 | 144 | 143 | 99.3 | 24.5 |
| | 6 | 162 | 161 | 99.4 | 29.2 |
| | 7 | 166 | 164 | 98.8 | 15.8 |
| | 8 | 139 | 136 | 97.8 | 9.6 |
| | 11 | 34 | 34 | 100.0 | 20.6 |
| Male | 3 | 90 | 90 | 100.0 | 34.4 |
| | 4 | 82 | 82 | 100.0 | 32.9 |
| | 5 | 69 | 69 | 100.0 | 30.4 |
| | 6 | 82 | 81 | 98.8 | 25.9 |
| | 7 | 74 | 74 | 100.0 | 14.9 |
| | 8 | 60 | 60 | 100.0 | 11.9 |
| | 11 | 20 | 20 | 100.0 | 35.0 |
| Female | 3 | 105 | 104 | 99.0 | 33.6 |
| | 4 | 69 | 64 | 92.8 | 25.0 |
| | 5 | 75 | 74 | 98.7 | 18.9 |
| | 6 | 80 | 80 | 100.0 | 32.5 |
| | 7 | 92 | 90 | 97.8 | 16.7 |
| | 8 | 79 | 76 | 96.2 | 7.9 |
| | 11 | 14 | 14 | 100.0 | |
| Black or African American | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | 146 | 145 | 99.3 | 27.6 |
| | 4 | 96 | 95 | 99.0 | 26.3 |
| | 5 | 95 | 95 | 100.0 | 20.0 |
| | 6 | 97 | 96 | 99.0 | 20.8 |
| | 7 | 104 | 103 | 99.0 | 12.6 |
| | 8 | 94 | 92 | 97.9 | 7.6 |
| | 11 | 14 | 14 | 100.0 | 14.3 |
| Native Hawaiian or Pacific Islander | 8 | -- | -- | -- | -- |
| White | 3 | 37 | 37 | 100.0 | 46.0 |
| | 4 | 42 | 38 | 90.5 | 39.5 |
| | 5 | 43 | 42 | 97.7 | 38.1 |
| | 6 | 52 | 52 | 100.0 | 40.4 |
| | 7 | 52 | 51 | 98.1 | 21.6 |
| | 8 | 36 | 35 | 97.2 | 11.8 |
| | 11 | 17 | 17 | 100.0 | 23.5 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | 144 | 143 | 99.3 | 28.7 |
| | 4 | 91 | 88 | 96.7 | 21.6 |
| | 5 | 85 | 84 | 98.8 | 20.2 |
| | 6 | 90 | 90 | 100.0 | 16.7 |
| | 7 | 129 | 127 | 98.5 | 11.8 |
| | 8 | 105 | 104 | 99.0 | 8.7 |
| | 11 | 20 | 20 | 100.0 | 20.0 |
| English Learners | 3 | 47 | 47 | 100.0 | 29.8 |
| | 4 | 35 | 34 | 97.1 | 29.4 |
| | 5 | 25 | 25 | 100.0 | 12.0 |
| | 6 | 29 | 29 | 100.0 | 3.5 |
| | 7 | 22 | 22 | 100.0 | |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 8 | 28 | 26 | 92.9 | |
| | 11 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | 14 | 14 | 100.0 | |
| | 5 | 14 | 14 | 100.0 | |
| | 6 | -- | -- | -- | -- |
| | 7 | 11 | 11 | 100.0 | 9.1 |
| | 8 | 12 | 12 | 100.0 | |
| | 11 | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 12 | 100.0 | 8.3 |
| | 8 | 11 | 11 | 100.0 | 9.1 |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

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) | 52 | 56 | 42 | 47 | 38 | 36 | 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 | 356 | 351 | 98.6 | 41.6 |
| Male | 168 | 167 | 99.4 | 41.3 |
| Female | 188 | 184 | 97.9 | 41.9 |
| Hispanic or Latino | 232 | 230 | 99.1 | 38.3 |
| White | 105 | 102 | 97.1 | 51.0 |
| Socioeconomically Disadvantaged | 245 | 242 | 98.8 | 33.9 |
| English Learners | 65 | 63 | 96.9 | 4.8 |
| Students with Disabilities | 36 | 36 | 100.0 | 13.9 |
| Students Receiving Migrant Education Services | 19 | 19 | 100.0 | 36.8 |

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)

Not applicable.

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 131 |
| % 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 | 67% |

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 | 12.05 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 18.2 |

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 |
| 5 | 19.7 | 19 | 30.3 |
| 7 | 14.8 | 19.1 | 21 |
| 9 | 27.8 | 19.4 | 16.7 |

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)

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 7-12

Parents as supporters on the school site:

All parents are encouraged 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. Parents also serve on the district's LCAP committee to assist in developing the Local Control and Accountability Plan for Summit Charter Academy.

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 | 0.00 | 6.90 | 0.00 | 23.50 | 30.80 | 27.60 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 100.00 | 93.10 | 100.00 | 64.71 | 66.67 | 67.24 | 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 | 96 | 85 | 86 |
| Black or African American | 100 | 100 | 78 |
| American Indian or Alaska Native | 0 | 0 | 78 |
| Asian | 0 | 100 | 93 |
| Filipino | 0 | 0 | 93 |
| Hispanic or Latino | 93 | 77 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 85 |
| White | 86 | 100 | 91 |
| Two or More Races | 0 | 0 | 89 |
| Socioeconomically Disadvantaged | 100 | 100 | 66 |
| English Learners | 75 | 42 | 54 |
| Students with Disabilities | 100 | 82 | 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 | 4.2 | 2.4 | 2.5 | 4.7 | 3.3 | 2.4 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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 Capturing Kids' Hearts Program is utilized to promote a safe and positive school environment. 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.

Federal Intervention Program (School Year 2016-17)

| 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 | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 7 | | 22 | 3 | 5 | | 24 | | 9 | |
| 1 | 24 | 1 | 8 | | 23 | | 7 | | 22 | | 8 | |
| 2 | 27 | | 6 | | 22 | 1 | 8 | | 22 | 1 | 6 | |
| 3 | 29 | | 5 | | 25 | | 6 | | 19 | | 8 | |
| 4 | 27 | | 6 | | 27 | | 5 | | 29 | | 5 | |
| 5 | 32 | | 3 | 1 | 26 | | 6 | | 29 | | 5 | |
| 6 | 31 | | 4 | | 35 | | | 5 | 27 | | 6 | |
| Other | | | | | 12 | 1 | | | 11 | 1 | | |

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 | 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 | 17 | 16 | 12 | | 25 | 7 | 8 | 6 | 14 | 28 | 5 | |
| Mathematics | 19 | 13 | 8 | | 17 | 18 | 6 | 2 | 14 | 31 | 10 | |
| Science | 19 | 12 | 11 | 1 | 23 | 12 | 7 | 8 | 19 | 21 | 13 | |
| Social Science | 24 | 4 | 10 | 3 | 26 | 5 | 11 | 2 | 16 | 30 | 9 | |

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 | 530 |
| 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 | N/A | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$5,826 | \$548 | \$5,278 | \$61,588 |
| District | N/A | N/A | \$5,999 | \$63,685 |
| Percent Difference: School Site and District | N/A | N/A | -12.0 | -3.3 |
| State | N/A | N/A | \$5,677 | \$71,610 |
| Percent Difference: School Site and State | N/A | N/A | -7.0 | -14.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

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 LCAP funds as determined by the LCFF funding formula 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, which consists of supplemental and concentration grants. 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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,817 | \$44,507 |
| Mid-Range Teacher Salary | \$65,213 | \$68,910 |
| Highest Teacher Salary | \$87,870 | \$88,330 |
| Average Principal Salary (Elementary) | \$107,447 | \$111,481 |
| Average Principal Salary (Middle) | \$115,074 | \$115,435 |
| Average Principal Salary (High) | \$120,803 | \$113,414 |
| Superintendent Salary | \$158,996 | \$169,821 |
| Percent of Budget for Teacher Salaries | 34% | 39% |
| Percent of Budget for Administrative Salaries | 8% | 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 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 | | 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 of at least one student.

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 "achievement teams" to use data to collaboratively review instructional results, monitor students' progress and make informed decisions about future program and instructional practices. During achievement 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. All 7th-12 grade math teachers have 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. All teachers have the opportunity for training and coaching through the Instructional Technology Department 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 consultant 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 principals.

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