

Summit Charter Academy

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Summit Charter Academy
Street	175 South Mathew Street; 15550 Redwood Street; 1509 N. Lombardi Street
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-5902; (559) 788-6440; (559) 788-6445
Principal	Krista Herrera, Timothy Torres Mofhitz, Treasure Weisenberger
E-mail Address	kherrera@burtonschools.org, ttorres@burtonschools.org, tweisenberger@burtonschools.org
CDS Code	54-71837-0109009

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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-4 campuses, one 5-6 campus, 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 Candidate School, and Summit Collegiate Charter Academy (SCCA), which is a 7-12 International Baccalaureate Candidate School. Summit Charter Academy also offers a K-12 homeschooling component. For the 2013-14 school year, Summit Charter Academy has approximately 1,549 students in grades K-12, 1,126 of these in grades K-6 and 423 in grades 7-12.

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: SCA is currently an IB candidate school for the primary years programme and the middle years programme.
- 5) Technology infused into curriculum delivery and student learning. Currently, there are 12 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 Expected School-wide Learning Results of our Summit Charter Academy are to form graduates that are responsible, respectful and resourceful. This means: 1) Responsible students who: plan for the future and are committed to higher education through goal setting; are effective collaborators; are self-directed; and question and critically evaluate information. 2) Respectful students who: demonstrate knowledge and respect for diverse cultures and maintain a global perspective; demonstrate self-control and resolve conflicts positively and non-violently; contribute time, energy and talents to their school and community. 3) resourceful students who: implement and use a variety of appropriate technology; communicate effectively; are effective decision makers; can exhibit proficiency in learning through a product, project or presentation/performance; and make meaningful connections between content areas.

SCA Mathew is staffed with one principal, one half time vice principal, 17 regular classroom teachers, and one part time Resource Specialists. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: five intervention 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 a television and VCR/DVD combo, as well as access to a digital camera. Staff and students have access to a computer lab, consisting of 37 computers, and two portable (laptop) computer labs. All have access to the internet. One cart houses 15 computers and the other 30. Three classrooms are equipped with Smartboards. All classrooms have mounted LCD projectors and document cameras, several of which also have Mobi pads. Mathew also has one 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, a vice principal/IB Coordinator, twenty-five regular classroom teachers, and two Resource Specialists. All kindergarten classrooms receive part-time instructional aide services. Other classified employees include: five part-time intervention aides, one part-time ELL/Migrant aide, four part-time RSP aides, a full-time and two part-time custodians, one full-time secretary, one part-time clerk, 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 two physical education teachers.

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 five of our 5th and 6th grade classes have laptops 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) candidate 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 part time counselor, eighteen full time classroom teachers, five 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 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) candidate 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 30 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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

Parents as supporters on the school site:

All parents will be required 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.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	50	48	50	50	45	54	56	55
Mathematics	42	39	39	51	46	46	49	50	50
Science	56	61	55	54	56	51	57	60	59
History-Social Science	37	45	41	41	39	40	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	45	46	51	40
All Student at the School	48	39	54	41
Male	42	39	54	39
Female	53	38	55	43
Black or African American	46	31		
American Indian or Alaska Native	56	22		
Asian	82	64		
Filipino	73	59		
Hispanic or Latino	37	34	39	28
Native Hawaiian/Pacific Islander				
White	61	44	72	49
Two or More Races				
Socioeconomically Disadvantaged	37	31	43	31
English Learners	25	31	27	
Students with Disabilities	31	23		17
Students Receiving Migrant Education Services	27	21	25	28

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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	42	44	38	29	39	59	56	57
Mathematics	41	50	31	29	38	29	56	58	60

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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61	26	13	71	22	6
All Students at the School	56	28	16	69	28	3
Male	63	25	13	62	38	
Female	50	31	19	75	19	6
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	72	22	6	75	25	
Native Hawaiian/Pacific Islander						
White	33	42	25	58	33	8
Two or More Races						
Socioeconomically Disadvantaged	71	19	10	84	16	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	25.7	13.2
7	15.8	20.5	26.7
9	17.7	17.7	27.4

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	2
Similar Schools	4	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-3	4	-8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	0	-5
Native Hawaiian/Pacific Islander			
White	-19	2	-12
Two or More Races			
Socioeconomically Disadvantaged	14	7	-23
English Learners	26	9	-2
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,012	746	3,021	753	4,655,989	790
Black or African American	13	690	30	735	296,463	708
American Indian or Alaska Native	18	719	36	750	30,394	743
Asian	14	882	78	843	406,527	906
Filipino	22	806	108	844	121,054	867
Hispanic or Latino	563	708	1,865	729	2,438,951	744
Native Hawaiian/Pacific Islander	1		4		25,351	774
White	377	797	888	786	1,200,127	853
Two or More Races	4		12	786	125,025	824
Socioeconomically Disadvantaged	666	708	2,250	728	2,774,640	743
English Learners	241	672	884	717	1,482,316	721
Students with Disabilities	90	575	241	565	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	5
Percent of Schools Currently in Program Improvement	---	83.3

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	211
Grade 1	165
Grade 2	145
Grade 3	160
Grade 4	114
Grade 5	150
Grade 6	134
Grade 7	162
Grade 8	61
Grade 9	68
Grade 10	34
Grade 11	36
Grade 12	20
Total Enrollment	1,460

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.0	White	33.1
American Indian or Alaska Native	1.9	Two or More Races	0.7
Asian	1.4	Socioeconomically Disadvantaged	61.3
Filipino	2.1	English Learners	23.2
Hispanic or Latino	59.8	Students with Disabilities	6.4
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.3	6	0	0	22.6	2	5	0	19	2	9	
1	19.8	6	0	0	19.8	6	0	0	21	1	7	
2	19.5	4	0	0	24.2	0	5	0	21	2	5	
3	24.7	1	2	0	26	1	2	0	23	2	5	
4	30.3	0	3	1	28.7	0	3	0	23	3	2	
5	33.3	0	1	2	30.5	0	3	1	21	3	4	
6	29.7	0	3	0	31.7	0	3	0	11	8	5	
Other					0	2	0	0				

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	2010-11				2011-12				2012-13			
	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	21.8	6	6	2	20.9	8	7	0	22	5	6	5
Mathematics	20.4	8	5	0	19.6	10	6	1	22	7	8	1
Science	24.8	3	8	1	23	7	2	4	16	17	9	1
Social Science	24.8	3	6	1	28.5	0	8	2	27	3	6	5

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 (7:45-8:20) 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	14.49	19.0	5.8	11.97	10.0	4.8
Expulsions	0	0	0.1	0.03	.02	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
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]	[]	[]	
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]	[]	[]	Asphalt resurface Install new track

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	44	55	66	185
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	250
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.25	---
Social Worker	N/A	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.17	---
Resource Specialist	2	---
Other	N/A	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,071	\$1,097	\$5,974	\$53,084
District	---	---	\$5,425	\$60,571
Percent Difference: School Site and District	---	---	10.1	-12.4
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	7.9	-20.3

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,873	\$41,327
Mid-Range Teacher Salary	\$59,719	\$63,903
Highest Teacher Salary	\$80,467	\$81,573
Average Principal Salary (Elementary)	\$98,394	\$103,887
Average Principal Salary (Middle)	\$114,735	\$107,439
Average Principal Salary (High)	\$112,478	\$102,399
Superintendent Salary	\$171,592	\$155,551
Percent of Budget for Teacher Salaries	37.1%	40.7%
Percent of Budget for Administrative Salaries	7.6%	6.2%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	9.10	5.60	2.70	9.10	20.50	20.30	16.60	14.70	13.10
Graduation Rate		94.44	94.59		70.45	67.57	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	35	55	418,598
Black or African American	1	1	28,078
American Indian or Alaska Native	2	2	3,123
Asian			41,700
Filipino	1	1	12,745
Hispanic or Latino	15	34	193,516
Native Hawaiian/Pacific Islander			2,585
White	16	17	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	23	42	217,915
English Learners	7	17	93,297
Students with Disabilities	7	8	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Not applicable.

Career Technical Education Participation (School Year 2012-13)

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/articulated between the school/institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	20.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	22.9

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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' CST 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. This year, all teachers are receiving 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. Teachers are meeting with our Director of Curriculum and Instruction and District Math Coach to create pacing guides and generate lesson ideas for common core math and ELA standards. 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.