

# Summit Charter Academy

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

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

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

## II. About This School

### Contact Information (School Year 2012-13)

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

<b>District Contact Information</b>	
<b>District Name</b>	Burton Elementary School District
<b>Phone Number</b>	(559) 781-8020
<b>Web Site</b>	www.burtonschools.org
<b>Superintendent</b>	Gary Mekeel
<b>E-mail Address</b>	gmekeel@burtonschools.org

### **School Description and Mission Statement (School Year 2011-12)**

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 that also offers a K-8 homeschooling component, SCA-Mathew, which is currently a K-6 campus, and Summit Collegiate Charter Academy (SCCA), which is a 7-12 campus. SCA also offers a K-12 Homeschooling component. This year, SCA expanded by opening another K-6 campus (SCA Lombardi) that is currently being housed with the 7-12 campus until construction is completed at the new site.

#### **Mission**

The 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 strong commitment to their community, strong personal character, the ability to analyze information, and the ability to read, speak, and write articulately.

#### **Philosophy**

All students at the Summit Charter Academy will be approached and challenged as active learners. The curriculum will reflect and embody the concepts, content goals, and skills instruction reflected in the California Content Standards and Framework in language arts, science, math, social science, physical education, foreign language, plus visual and fine and performing arts. A rich repertoire of instructional strategies and materials will be used to deliver the curriculum including 1) an education plan to guide each student's progress in alignment with post-secondary career and education goals; 2) use of remediation and enrichment programs and associated technology (access to computer software and hardware to provide additional differentiated assistance; 3) project-based learning to bridge content with real-world applications and provide deeper learning opportunities; 4) service learning to apply classroom content and skills toward the solution of issues at the school, community, and beyond; 5) visual and performing arts to engage and strengthen the holistic development of each student; 6) use of technology as a tool for research, publication, multimedia communication, and as a collaborative vehicle that extends the learning environment beyond the confines of classroom walls; and 7) graduation by exhibition of cumulative learning as guided by each student's education plan and documented in a Portfolio of Academic Mastery.

The learner will acquire a solid foundation for basic skills and use the skills to set personal goals and focus on in-depth investigations and to engage in authentic projects, fieldwork, and community service that extend beyond the school boundaries into the community and beyond. Additionally, the school's staff will engage in professional development, careful monitoring of students success indicators, an individualized approach to learning, and the use of large flexible block of time for study.

The school will offer a rigorous core curriculum that is infused with bi-literacy, fine and performing arts, technology, math and science through an innovative hands-on program of problem-based and service learning.

Parents, as educational partners, will receive training to effectively use the array of enrichment and tutorial opportunities afforded by this combination of technology and multiple access strategies for rigorous content and effective learning to assist in meeting the goals of each student's educational plan.

The school does not intend to duplicate the comprehensive features of the Porterville Unified High School District high schools. These schools, with very large student populations and associated facilities, support such student activities as large marching bands and a wide variety of athletic teams. The charter high school grade levels will be more intently focused on rigorous academic achievement, acquisition of a second language, and an integrated curriculum infused with fine and performing arts, delivered through project-based learning and sound use of technology.

This charter school will deliver a rigorous core academic curriculum that is aligned with the California Content Standards. In addition, the school will focus on these specific program areas:

- 1) **Acquisition of a Second Language:** Our program includes a dual language model with students learning both Spanish and English. The goal is to enable 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. The primary objective is to teach students language and literacy skills that will allow them to function effectively in both their personal and professional lives. Developing students with command of two languages also provides important community bridges as students and parents have a richer understanding of different cultures.
- 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 enhances their second language acquisition and encourages students to make connections and judgments that validate their learning. The school's expectation is that each student will participate in these programs throughout their charter school experience. Thematic units that contain well planned instructional lessons in academic subjects and includes activities in the arts enable children to develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding. This approach recognizes the arts as critical tools for creative learning and self-expression. Beginning with student interests and integrating the curriculum heightens the learning process and allows students to see the interconnectedness between the sciences and the humanities.
- 3) **Experiential/Project-based Learning:** We will provide students with the opportunity to proceed through interest based curricular areas at their individual pace by working collaboratively or individually on projects that reflect their individual interests. These projects will allow students to learn through inquiry and to understand the "why" of what they are learning as they apply their knowledge. The extension of learning will include labs and projects outside the classroom. Students will learn to problem-solve and develop critical thinking skills by tackling and attempting to solve problems as a part of their "outside the classroom" learning experiences and project-based learning in the classroom. We will immerse students in real life opportunities from the earliest appropriate years of their public school experience. Our charter school staff will commit their time and resources and all of their talent to make sure that every content area will be supported with "life lab" experiences. These experiences will provide an important opportunity to apply their classroom education. Age and grade appropriate, each "life lab" experience will align the student's activities to the standards being taught.
- 4) **Technology infused into curriculum delivery and student learning:** We will provide students with the skills and ability to use technology to enhance their learning at the school and to improve their abilities as life-long learners. We will broaden the application of technology into the classroom and strive to increase access into the community and into homes.
- 5) **Parental Support and Involvement at school, at home, and in the community:** Parents will be meaningfully involved in supporting the school and their student's education. When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, graduate at higher rates, and show higher rates of enrollment in higher education. Parental involvement will be required, and parents will be members of the school's governance team, advisory committees, and will be members of the school's parent association. Parents will also partner in teaching through community partnerships that support student learning and enjoyment of school.

#### **Design Overview:**

At the center of several aspects of the Charter School educational program is the belief that students need adequate time and experiences to allow them to master the academic competencies that are supported by curriculum standards. The following graphic displays a three-tiered approach that provides opportunities for students to demonstrate their mastery. Students must be given the opportunity to 1) acquire the basic knowledge and standards; 2) practice their learning in a guided environment that supports independent learning, and 3) apply their knowledge in a collaborative, project-based environment that allows them to connect to their community, collaborate with their peers, learn the relevance of their knowledge, and demonstrate a mastery of their knowledge.

Summit Charter Academy Mathew Campus is staffed with one Principal, twenty-three regular classroom teachers, one part-time music teacher, one part-time physical education teacher, and one part-time RSP teacher. Additionally, the school is served by one part-time nurse, one part-time Psychologist/Counselor. Classified employees include kindergarten classroom aides, inclusion aides, special education aides, a full-time day custodian and two night custodians, a full-time secretary, and a part-time clerk, and a part-time library technician.

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 on both of our campuses. 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 two portable (laptop) computer labs. Both 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. This year the district will be adding a computer lab that consists of 33 desktop computers. 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.

Summit Charter Academy Lombardi Campus is staffed with one Principal, twenty regular classroom teachers, and one full-time RSP teacher. Additionally, the school is served by one part-time nurse, one part-time Licensed Vocational Nurse (LVN), one part-time Psychologist/Counselor, and one part-time Speech Pathologist. Classified employees include kindergarten classroom aides, Special Education aides, a full-time day custodian and two night custodians, a full-time secretary, a part-time clerk, and a part-time Library Technician.

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. The Lombardi Campus is equipped with a computer lab that consists of 32 desktop computers and there is also one desktop computer in each classroom. The school website and seasonal newsletters are used to communicate with parents and the community.

Summit Charter Collegiate Academy Campus is staffed with one Principal, eighteen regular classroom teachers, and two full-time RSP teachers and one home school teacher. Additionally, the school is served by one part-time nurse, one part-time Licensed Vocational Nurse (LVN), one part-time Psychologist/Counselor, and one part-time Speech Pathologist. Classified employees include classroom aides, Special Education aides, a full-time day custodian and two night custodians, a full-time secretary, two part-time clerks, and a part-time Library Technician.

The Collegiate Campus is an International Baccalaureate (IB) candidate school. Through the International Baccalaureate Middle Years and Diploma Programmes, 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 2011-12)

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

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#### Family involvement as integral to the educational process:

Parents are critical to the successful education of their children. The Summit Charter Academy will provide parents with ample opportunities for in-depth, meaningful connection with their children's 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 is a powerful message to students. Children from all socioeconomic communities and their parents need 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:

- Home visits
- School site meetings (Back-to-School, conferences, celebration events, etc)
- Development and implementation of Individualized Learning Plans (grades 7-12)
- Email
- Telephone access
- Access to Aeries online

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 to 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.

#### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	149
Grade 1	121
Grade 2	121
Grade 3	81
Grade 4	98
Grade 5	114
Grade 6	95
Grade 7	78
Grade 8	87
Grade 9	40
Grade 10	41
Grade 11	28
Grade 12	36
<b>Total Enrollment</b>	<b>1,089</b>

**Student Enrollment by Group (School Year 2011-12)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	34
American Indian or Alaska Native	1.9	Two or More Races	0.3
Asian	1.6	Socioeconomically Disadvantaged	67
Filipino	2	English Learners	24.2
Hispanic or Latino	59.1	Students with Disabilities	7
Native Hawaiian/Pacific Islander	0.1		

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2009-10				2010-11				2011-12			
	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	17.14	6	0	0	19.3	6	0	0	22.6	2	5	0
1	20	4	0	0	19.8	6	0	0	19.8	6	0	0
2	16.2	4	0	0	19.5	4	0	0	24.2	0	5	0
3	15	5	0	0	24.7	1	2	0	26	1	2	0
4	20.75	4	0	0	30.3	0	3	1	28.7	0	3	0
5	28	3	0	0	33.3	0	1	2	30.5	0	3	1
6	27.33	3	0	0	29.7	0	3	0	31.7	0	3	0
Other	0	0	0	0					0	2	0	0

\* 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	2009-10				2010-11				2011-12			
	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
Mathematics					20.4	8	5	0	19.6	10	6	1
Science					24.8	3	8	1	23	7	2	4
Social Science					24.8	3	6	1	28.5	0	8	2

\* 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.

### III. School Climate

#### School Safety Plan (School Year 2011-12)

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. The plan lists strategies, resources, timelines and evaluation for each area. 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. 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 staff receives training and practice with safety plans through staff development. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the Safe School Plan is available for viewing in the school office and has been shared with the Porterville Police Department.

#### Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	13.36	14.49	19.0	18.23	11.97	10.0
Expulsions	0	0	0	0	0.03	.02

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2012

#### 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 2012-13)**

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	Install fire sprinkler system on 4 portable classrooms. (SCA Mathew)
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	New asphalt basketball courts (SCA Mathew) Construction completed on this site 8-2012 (SCCA)
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	Tracy Tucker/Director of MOT/Risk Manager 12-17-12 (SCA Mathew) Tracy Tucker/Director of MOT/Risk Manager 12-17-12 (SCCA)

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	35	44	55	194
Without Full Credential	3	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: <http://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	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$59,608
Percent Difference: School Site and District	---	---	10	10
State	---	---	\$5,455	\$65,598
Percent Difference: School Site and State	---	---	19	19

\* **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 webpage 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 webpage 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 2011-12)

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 districtwide.

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 a full-time RSP specialist, one part-time physical education teacher, and kindergarten aides among others.

Summit Charter Academy funds a Dual Immersion program as well as provides funding for project based learning.

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,174	\$40,962
Mid-Range Teacher Salary	\$58,745	\$63,212
Highest Teacher Salary	\$79,155	\$80,545
Average Principal Salary (Elementary)	\$98,395	\$102,057
Average Principal Salary (Middle)	\$114,735	\$106,108
Average Principal Salary (High)	\$122,465	\$110,838
Superintendent Salary	\$171,592	\$152,557
Percent of Budget for Teacher Salaries	37%	40%
Percent of Budget for Administrative Salaries	8%	6%

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

## IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	48	48	50	49	50	50	52	54	56
Mathematics	45	42	39	52	51	46	48	50	51
Science	59	56	61	52	54	56	54	57	60
History-Social Science	32	37	45	31	41	39	44	48	49

\* 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	50	46	56	39
All Student at the School	50	39	61	45
Male	43	37	58	45
Female	57	41	64	44
Black or African American				
American Indian or Alaska Native	71	41		
Asian	100	75		
Filipino	44	31		
Hispanic or Latino	40	36	44	41
Native Hawaiian/Pacific Islander				
White	63	44	77	48
Two or More Races				
Socioeconomically Disadvantaged	43	36	53	41
English Learners	24	27	20	18
Students with Disabilities	38	23		7
Students Receiving Migrant Education Services	29	29		33

\* 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 ESEA, also known as 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 Students - Three-Year Comparison

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	42	54	42	42	38	29	54	59	56
Mathematics	35	41	50	35	29	38	54	56	58

\* 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	71	16	14	62	35	4
All Students at the School	58	22	19	50	44	6
Male	60	20	20	55	35	10
Female	56	25	19	44	56	0
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	83	8	8	75	25	0
Native Hawaiian/Pacific Islander						
White	43	29	29	38	52	10
Two or More Races						
Socioeconomically Disadvantaged	70	20	10	45	55	0
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* 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 2011-12)

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 webpage 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	11.7	12.6	6.3
7	14.3	27.1	21.4
9	23.7	13.2	10.5

\* 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.

## X. 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 webpage 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	2009	2010	2011
Statewide	4	3	2
Similar Schools	5	4	2

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	-6	-3	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8	3	0
Native Hawaiian/Pacific Islander			
White	15	-19	4
Two or More Races			
Socioeconomically Disadvantaged	13	14	7
English Learners	-20	26	6
Students with Disabilities			

\* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	747	753	2,945	765	4,664,264	788
Black or African American	7		32	768	313,201	710
American Indian or Alaska Native	16	792	37	778	31,606	742
Asian	12	940	76	842	404,670	905
Filipino	16	744	103	858	124,824	869
Hispanic or Latino	421	711	1,769	734	2,425,230	740
Native Hawaiian/Pacific Islander	0		1		26,563	775
White	274	809	914	805	1,221,860	853
Two or More Races	1		12	784	88,428	849
Socioeconomically Disadvantaged	470	730	2,068	738	2,779,680	737
English Learners	177	671	759	708	1,530,297	716
Students with Disabilities	62	611	225	591	530,935	607

## 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2012-13)

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 webpage: <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	---	62.5

## 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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

## 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Dropout Rate (1-year)</b>	0.9	9.1	5.6	0.9	9.1	20.9	5.7	16.6	14.4
<b>Graduation Rate</b>			94.44			69.77	78.59	80.53	76.26

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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
<b>All Students</b>	35	55	---
<b>Black or African American</b>	1	1	---
<b>American Indian or Alaska Native</b>	2	2	---
<b>Asian</b>	0	0	---
<b>Filipino</b>	1	1	---
<b>Hispanic or Latino</b>	15	34	---
<b>Native Hawaiian/Pacific Islander</b>	0	0	---
<b>White</b>	16	17	---
<b>Two or More Races</b>	0	0	---
<b>Socioeconomically Disadvantaged</b>	27	47	---
<b>English Learners</b>	14	25	---
<b>Students with Disabilities</b>	8	9	---

\* "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011-12)**

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 2011-12)**

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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	18.7
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	25

**Advanced Placement Courses (School Year 2011–12)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

\* 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.)?

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Two of the most powerful methods for improving school performance are analyzing student work and performance and identifying best practice. 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 dialog about student work, what proficiency with the standards looks like, and how to improve their teaching.

Through professional development, which includes balanced literacy and math methods, the staff has become thoroughly familiar with the California Standards. The staff develops and implements Language Arts and Math benchmark goals and assessments as well as incorporates the content and English Language Learner (ELL) standards into daily lesson plans.

The staff annually refines the writing rubric and math benchmarks that are developed to most closely align the district's assessments with the content standards. Special Education instructors are part of this process and Individual Education Plans (IEPs) are written to match these standards.

Students are released at 1:00 p.m. each Wednesday on the elementary campuses and at 2:15 p.m. at the secondary school, so teachers are able to meet with district specialists and coordinators to receive staff development and review strategies and goals to improve student learning and scores. Teachers meet in grade levels to celebrate student achievement, review instructional strategies and assessments, and plan for the focus of instruction for the following month's goal. Strategies for remediation and enrichment are being identified for improving student achievement. SCA started implementing RTI in January of this year (the first benchmark was given to all SCA students in December). Data Analysis Teams (grade level teams) meet to discuss student progress as well as next steps. A huge focus of RTI is the first tier or the classroom instructional piece, which is why our Wednesday collaboration time is so important to this campus.

Through the on-going analysis of data from STAR results, district assessments, and the CELDT, our staff is continually analyzing and planning their next teaching steps to meet the needs of every student at Buckley Elementary. This assessment process permits us to establish and communicate the goals that the school, teachers and students are expected to achieve; determine targets for teaching and learning; and shape the performance of staff and students.

Disaggregated data is used to evaluate the performance of specific groups of students. This process permits the staff to compare the performance of all groups of students. Analysis of this data assists our staff to identify patterns of underachievement so they can make appropriate changes in curriculum and instructional strategies.

On-going staff development activities are an essential part of Summit Charter Academy's efforts to maintain and improve our quality educational program. All SCA teachers participate in advanced training designed to promote specific teaching skills and/or to provide information related to school priorities and objectives. In service training is being provided by outside consultants, county and district specialists, resource teachers, and mentor teachers. All teachers participated in Paths to Proficiency training. This has helped increase our implementation of Thinking Maps, especially with regards to our English Learners. Dennis Parker was available to come and work with our staff for one day this year. We are hoping that he will return to continue the work we started last year in his training titled "Strategic Schooling." All teachers were trained in guided reading/literature circles, based upon their grade level.

Curriculum improvement is coordinated by the Curriculum Council, which is made up of representatives from each campus, including classroom teachers, resource teachers, mentor teachers, curriculum and program coordinators, and administrators. Staff development priorities are established based on surveys and other input from staff, administrative identification of needs, staff analysis of student achievement data, and consideration of adopted curriculum standards.

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