



Summit Charter Academy

175 S. Mathew St.; 15550 Redwood; 1509 N. Lombardi St., 15518 Redwood • Porterville, CA 93257 • (559) 788-6445 • Grades K-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



**Burton School District
Summit Charter Academy**
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District Governing Board

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David Shimer
**Assistant Superintendent of
Educational Services**

Julissa Leyva, Ed.D.
**Assistant Superintendent of
Student Services**

Principal's Message:

Summit Charter Academy is comprised of four different school sites (Summit Charter Academy, Mathew, Summit Charter Academy Lombardi, Summit Charter Intermediate, and Summit Charter Collegiate Academy). We strongly encourage parent involvement. Much of the strength of the Summit Charter Academies comes from the consistent parental support for student achievement. We believe that children, staff, and parents working together equate to successful students learners. Students who attend each of the sites receive an exemplary education and an opportunity to expand academically. In addition to providing excellent instruction, Summit Charter Academy offers a variety of specialty programs. Summit Charter Academy Mathew offers a dual-immersion program using a 90/10 in Spanish and English. Summit Charter Academy Lombardi offers an IB (International Baccalaureate) program, Summit Charter Intermediate continues both the dual-immersion as well as the IB programs at their campus and Summit Charter Collegiate Academy concurrent enrollment with the local college (Porterville College) where students can earn an AS degree by the time they graduate from high school. We are very fortunate to have beautiful facilities at all four campuses. We have a full-size gymnasium at the high school.

School Vision:

Empowering the whole student to be confident and successful in college and the world.

School Mission Statement:

It is the mission of Burton Elementary School to be state leaders in building relationships and providing an innovative education to meet our Mission for all students. We will focus on the district's four pillars:

Pillar 1-Student Success-All students will learn in a safe and engaging environment and graduate college and career ready

Pillar 2-Employee Engagement- All employees of Burton School District will be engaged and valued.
Pillar 3-Family and Community Partnerships-All school families and community partners will be engaged and feel valued.

Pillar 4- Improvement, Efficiency and innovation-All of our district and school processes and operations will be efficient and lead to innovation.

Community and School Profile:

Summit Charter Academy (SCA) is located in rural Tulare County in Porterville, California (population approximately 60,000) in the heart of the San Joaquin Valley. The Burton School District serves over 4,800 students and is comprised of nine schools, ETK-12th grade. SCA has two campuses; SCA-Mathew, which is a K-5 dual immersion campus; SCA-Lombardi, which is a K-5 International Baccalaureate School; one 6-8 campus Summit Charter Intermediate Academy, which is a 6-8 International Baccalaureate School with a Dual Immersion strand; and Summit Charter Collegiate Academy (SCCA), which is a 9-12 Early College High School. Summit Charter Academy is a WASC accredited school. Summit Charter Academy also offers a K-12 homeschooling component. Current enrollment is approximately 2350 students in grades ETK-12.

Burton School District Mission: Committed to our students Summit Charter Academy is a dynamic learning environment for students, teachers, staff, and parents. The learning community is united with goals of strong character, building a strong school community, ongoing professional development, and academic achievement for all. Students, staff, and families are committed to the vision of school success for every student. In addition, the school focuses on these specific program areas: 1) Acquisition of a Second Language:(Parent Choice) Our program includes a dual language model with students learning in both Spanish and English or an English program with the opportunity for Spanish enrichment. The goal is for students to attain advanced levels of functional proficiency in two languages and to promote understanding of and appreciation for the cultures represented by the languages studied. 2) Integrated Fine and Performing Arts with Academics: The arts contain a rich body of knowledge that will aid all students in understanding the world around them and enhance their learning in all academic areas. It is the goal of the school that students be offered an art-enriched environment that encourages students to make connections and judgments that validate their learning. 3) Experiential/Project-based Learning: We will provide students with the opportunity to proceed through standards based curricular areas by working collaboratively or individually on projects that reflect their individual needs. 4) International Baccalaureate: Summit Charter Intermediate Academy is an IB school with the Middle Years Programme and Summit Charter Lombardi is an IB school with the Primary Years Programme. 5) Technology infused into curriculum delivery and student learning. Each TK-5th grade class has one iPad for every student. All 6th through 8th grade students have iPads and all 9th-12th grade students have Macbook Air devices. Beginning in 6th grade, students take their devices home as well as using them during the instructional day. 6) Parental support and involvement at school, at home, and in the community: Parents are meaningfully involved in supporting the school and their student's education.

The Student Learning Outcomes state that Summit Charter Academy students are of high character who value collaborating with others to think critically about the problems our world faces. Working collaboratively with others, SCA students develop creative ideas and innovative solutions to these real world problems. People of Character Demonstrate responsibility in their academic and social interactions Show respect towards others and themselves Display confidence and motivation, Have goals for their future Critical Thinkers, Identify problems in the real world and create solutions through inquiry and Develop creative ideas and seek innovation, Take risks and view mistakes as opportunities for growth, Are active participants in the changing world around them Global Citizens Appreciate the cultures of others, Work well with diverse populations and Use technology as a tool to connect to the international community, Understand their individual responsibility to nature and our environment Collaborative and Collaborate with peers with open mindedness, Use collaboration as a tool to achieve their goals, Communicate through a variety of medias, Effectively read, write, listen and speak while learning and collaborating Work to bridge barriers culturally, geographically and linguistically.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	248
Grade 1	210
Grade 2	205
Grade 3	201
Grade 4	191
Grade 5	171
Grade 6	163
Grade 7	165
Grade 8	169
Grade 9	120
Grade 10	121
Grade 11	88
Grade 12	79
Total Enrollment	2,131

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.4
Asian	0.6
Filipino	1.4
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.1
White	18
Two or More Races	1.2
Socioeconomically Disadvantaged	69.6
English Learners	16.8
Students with Disabilities	5.7
Foster Youth	0.2
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Summit Charter Academy	18-19	19-20	20-21
With Full Credential	82	85	91
Without Full Credential	18	17	13
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Burton School District-Summit Charter Academy	18-19	19-20	20-21
With Full Credential	♦	♦	200
Without Full Credential	♦	♦	29
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Summit Charter Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	5
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Burton School District held a Public Hearing on September 8, 2020 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2020, regarding textbooks in use during the 2020-21 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Current Adoption (2003) – Good Quality-Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Current Adoption (2014) – Good Quality-Engage NY The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Current Adoption (2019) – Good Quality-Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Current Adoption (2006)– Good Quality-McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Current Adoption – Good Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Current Adoption – Good Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Current Adoption – Good Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Current Adoption – Good Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Information:

Summit Charter Collegiate Academy, originally constructed in 2008. It was originally made up of 21 classrooms, including the band room. It also had a library, one staff room, the cafeteria, athletic fields, and the main office. In 2013 a second phase of construction was added, which included the 300 building (12 total classrooms), the 400 building a set of 4 portables (removed in 2019), and the athletic complex, which is made up of a gym and two locker rooms. In 2013 the track and lighting were also added to the football field. In 2015 all exterior lights were replaced with energy-saving LED lights. The same year, a solar system was built for the site. Our library was remodeled in 2017, several shelves were removed, and got new flooring. In 2019 all interior lighting was replaced with energy-saving LED lights.

Summit Charter Intermediate Academy, originally constructed in 2018, is currently comprised of 20 classrooms (including portables), a band room, a library, one staff room, one multipurpose room, one athletic field, and the main office. Our school has not had any renovations and the only addition was in 2019 when we added 4 portable classrooms, making our total number of classrooms to 20 plus the band room.

Summit Charter Academy Mathew was constructed in 2001 and it is composed of 25 classrooms plus 6 portable classrooms as well as a library, band room, one staff room, one multipurpose room, a teacher workroom, and the main office. Currently, construction of 2 new classrooms is in process and expected to be completed by May 2021.

Summit Charter Academy Lombardi Campus, originally constructed in 2012 comprised of 34 classrooms, a band room, a library, one staff room, one multipurpose room, one athletic field, and the main office. Our school has not had any renovations since its original construction.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order. 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. The district uses School Dude system to report any facility concerns.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

Summit Charter Immediate Academy

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

Summit Charter Academy - Lombardi

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

Summit Charter Academy - Matthew

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

Summit Charter Collegiate Academy

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	47	N/A	42	N/A	50	N/A
Math	37	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	22	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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 *Seesaw/Remind App *Newsletters and notes home *Website access *District App *PIQE (open to families of students in grades 7-12). Parents as supporters on the school site: All parents are encouraged to provide 30 hours of their time each year in service to the school. The types of work will be highly varied and personalized so that each parent can choose any number of ways to contribute his/her time to their family's school. Parents as part of the school's governance council: Parents will serve on the school's Board of Directors. Parents also serve on the district's LCAP committee to assist in developing the Local Control and Accountability Plan for Summit Charter Academy.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Summit Charter Academy strives to provide and maintain a safe, clean and orderly environment that is conducive to learning. Staff members provide student supervision before school (7:45-8:15) as well as during morning and lunch recesses. The Board of Directors has adopted a School Safety Plan with attention to school climate and environment. Included in this plan is a Safe Route to School for all students. The plan was written with staff and parent input and approved by the Board of Directors and Board of Trustees. This plan is updated yearly or as needed with the assistance from the Transportation Department to insure safe walking access to and from school. A Crossing Guard is in place in front of the elementary campuses in order to safely cross kids prior to the start of school and at the end of the school day. Additionally, both the district staff and teachers have reviewed and implemented an Action Plan for Emergency Preparedness which includes plans for dealing with fire, flood, fallen aircraft, earthquake, chemical accident, windstorm, bomb threat, civil defense, and imminent danger. Fire drills are conducted and recorded once a month. The plans are living documents and are refined and adapted as needed to provide safety for all on the campus. A copy of the emergency plan has been shared with the Porterville Police Department. The Capturing Kids' Hearts Program is utilized to promote a safe and positive school environment. In addition, the Character Counts program is utilized at the Mathew Campus and the IB Learner Profile traits (character traits) are taught at Summit Charter Intermediate Academy and the Lombardi Campus. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	1.2	1.4	1.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.9	0.9	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	2131

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	24		10		23		12		22	3	8	
1	24		9		23		9		23		9	
2	25		8		23	1	8		22	1	8	
3	23		8		24		8		25		8	
4	27		6		29		6		32		6	
5	32		5	1	27		6		28		6	
6	30		5		28	1	3	3	23	1	6	
Other**									22		1	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	21	21	15	2	21	18	19	2	21	17	18	1
Mathematics	21	19	10	3	20	20	15	1	21	15	18	
Science	21	16	16	2	23	8	18		25	6	16	1
Social Science	24	11	11	4	22	14	12	2	25	10	9	5

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members work in a Networked Improvement Communities to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include continuing to align instruction with CC shifts and the instructional aim which includes academic discourse, effective questioning, and responsive teaching. Additional school wide focuses that will impact and align with instruction is continued implementation of Capturing Kids' Hearts, one to one technology, Interim Assessment Blocks (IAB), and employee rounding. BSD is currently transitioning and fostering change in the area of early literacy, CTE pathways, and site scorecards to monitor strategic plan goals.

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

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, student's benchmark and ELPAC scores are used to assess proficiency levels and areas of need. These assessment results are also utilized to set SMART goals at each grade level. Student progress and achievement towards these goals is constantly monitored through the Professional Learning Community process. Teachers and support staff meet weekly in "achievement teams" to use data to collaboratively review instructional results, monitor students' progress and make informed decisions about future program and instructional practices. During achievement teams, teachers identify students by name and determine the best instructional strategies to be utilized to meet the individual needs of the students. Focus standards are identified per grade level and are monitored to ensure student progress. Use of grade level common formative assessments (short cycles) aligned to the common core state standards also help teachers to monitor student progress towards meeting the identified focus standards. With the International Baccalaureate Programme, formative, summative, and self-assessments are incorporated throughout the curriculum. Classroom assessments serve different purposes at different times. Formative assessments deliver information during the instructional process and provide information to be used to plan the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning. Students are active participants in creating components of assessments. There are a range of strategies for formative and summative assessments, such as projects, reports, presentations, journals, portfolios, and written and oral tests. Teachers and support staff have many opportunities for staff development through our district Professional Academy of Learning and Leadership, such as literacy training, project-based learning training, classroom management training, and thinking maps training. All 7th-12 grade math teachers have received professional development from the Tulare County Office of Education on the common core math standards in order to fully understand the standards and learn effective instructional strategies for teaching math. All teachers have the opportunity for training and coaching through the Instructional Technology Department to provide technology instruction for 21st century learning. One of the most effective levels of support provided to teachers is the weekly collaboration time focused on the professional growth of teachers and learning for all students. The Burton School District provides coaching to all new and non-tenured teachers, as well as to teachers who need support in a specific area. Administrators also serve as curricular coaches via classroom observations and discussions. All administrators were trained in "Cognitive Coaching" to better their skills in instructional coaching. Professional Development is an important on-going process utilized by staff to develop stronger strategies and teaching practices.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,924	\$50,574
Mid-Range Teacher Salary	\$81,864	\$76,649
Highest Teacher Salary	\$107,162	\$98,993
Average Principal Salary (ES)	\$128,522	\$125,150
Average Principal Salary (MS)	\$131,365	\$129,394
Average Principal Salary (HS)	\$141,235	\$122,053
Superintendent Salary	\$187,000	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	34.0
Administrative Salaries	8.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,320	\$422	\$5,899	\$68,551
District	N/A	N/A	\$5,704	\$74,946
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.4	-8.9
School Site/ State	-27.1	-16.1

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

Types of Services Funded

At Summit Charter Academy, expenses for all educational services include teachers, instructional aides, books, supplies, equipment, nursing and counseling services, and administration. While the majority of Summit Charter Academy's budget is made up of general funds, the school also receives LCAP funds as determined by the LCFE funding formula to supplement the general education program. To ensure that the educational needs of all students are met, including those with special needs, programs are funded through state and federal program funds, which consists of supplemental and concentration grants. Summit Charter Academy's site plan coordinates programs to meet the needs of individual students. A number of additional services are provided for students in the Burton School District. Bus transportation is provided for students who live outside the Safe Route to School walking distance if they are within the school district boundaries. Our district Special Education program provides supplemental instructional services for both identified and informal students. Our school breakfast and lunch program is provided district wide. Summit Charter Academy provides a variety of services above and beyond regular classroom instruction. Our part-time psychologist provides assistance for students' emotional needs or other types of help. Our part-time school nurse and nurse aide 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Summit Charter Academy	2016-17	2017-18	2018-19
Dropout Rate	0	2.9	1.3
Graduation Rate	97.1	92.6	98.8

Rate for Burton School District-Summit	2016-17	2017-18	2018-19
Dropout Rate	8.2	9.8	3.3
Graduation Rate	77	85.9	96.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	329
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Career Technical Education Programs

Summit Charter Academy offers a career themed program in Agriculture and Business. The programs are available to students that are interested in the programs. Students are also offered a full range of learning experiences including guest speakers, field trips and volunteering opportunities. Both College and Career opportunities are emphasized in the programs.

Course Offerings:

Agriculture

- Introduction to Agriculture
- Agriculture Biology
- Plant Science
- Soil Science

Business

- Introduction to Business
- Business Law

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.04
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.25

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science		N/A
Social Science		N/A
All courses	5	13.7

*Where there are student course enrollments of at least one student.

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, and meet district graduation requirements.

Courses are evaluated through student work, assessment, student performance, attendance and student success in the program courses.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.