Summit Charter Intermediate Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Summit Charter Intermediate Academy
Street	175 S. Mathew St.; 15550 Redwood; 1509 N. Lombardi St., 15518 Redwood
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 788-6445
Principal	Adriana Franco, Chastity Lollis, Rosa Guerrero, Martin Medina
Email Address	afranco@burtonschools.org, clollis@burtonschools.org, rguerrero@burtonschools.org,
School Website	https://www.burtonschools.org/
County-District-School (CDS) Code	54-71837-0109009

2022-23 District Contact Information

District Name	Burton School District-Summit Charter Academy
Phone Number	(559) 781-8020
Superintendent	Sergio Mendoza
Email Address	sergio.mendoza@burtonschools.org
District Website Address	www.burtonschools.org

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Principal's Message:

Summit Charter Academy is compromised 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.

My name is Adriana Franco, proud principal at Summit Charter Academy Mathew. We are a dual immersion school and offer a 90%:10% dual-immersion model program. When students enter kindergarten, they receive 90% of their instruction in Spanish and 10% in English. The percentage increases by 10% per grade level until students reach 4th and 5th grade, where they receive 50% of their instruction in English and 50% in Spanish. The goals of our dual-immersion program are for students to develop high levels of language proficiency and literacy in both languages, demonstrate high levels of academic achievement, and develop an appreciation for and an understanding of diverse cultures.

2022-23 School Overview

My name is Dr. Chastity Lollis and I am the principal at Summit Charter Academy Lombardi. As stated in our school vision and mission statements, our school community is dedicated to empowering every student's confidence to prepare them for success in college and the world. With this goal at the forefront, our educators focus on building relationships, providing innovative learning projects, and creating a safe, engaging learning environment. The Lombardi staff is dedicated to nurturing our students' perseverance, creativity, problem solving, critical thinking, respectfulness, collaboration, global mindedness, and love of learning. All students are provided with the resources, support, encouragement, and interventions needed to reach academically rigorous learning goals that meet or exceed grade-level standards. Together, with the support of our parents and community members, we will make sure every student reaches their fullest potential.

My name is Rosa Guerrero, and it is an honor to serve our SCIA students, staff and families. Summit Charter Intermediate Academy is an International Baccalaureate World School where we challenge our students to be world citizens by taking action in their community. Students learn to inquire and become globally minded citizens who respect and better understand the differences of others. Students can earn their IB Middle Years Program Completion Certificate at the conclusion of their 8th grade year. We also offer a Dual Language Immersion strand, where we continue to challenge our bilingual students with a top Spanish academic program. Through hard work and dedication at Summit Charter Intermediate Academy, students can earn their International Baccalaureate Biliteracy Certificate.

My name is Martin Medina, welcome to Summit Collegiate, our high school in the Burton School District. In a year with unexpected circumstances and unexpected challenges, here at Summit, we are dedicated to our students and community. We have started the school year with one focus in mind, supporting the wellbeing of our students, and fostering an encouraging learning environment. Families, please know that our commitment as a high school is to ensure our students' social and emotional needs are being met, while at the same time preparing them for their futures. We understand that learning is important and we know that will happen. We have a great staff that is dedicated and caring. The work ethic they have demonstrated through this time has been guided by their teacher's hearts.

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 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 serves 695 students, which is a K-5 dual immersion campus; SCA-Lombardi serves 600 students, which is a K-5 International Baccalaureate School; one 6-8 campus Summit Charter Intermediate Academy serves 550 students, which is a 6-8 International Baccalaureate School with a Dual Immersion strand; and Summit Charter Collegiate Academy (SCCA) serves 550 students, 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 2395 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

2022-23 School Overview

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 use 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 media, Effectively read, write, listen and speak while learning and collaborating Work to bridge barriers culturally, geographically and linguistically.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	281
Grade 1	220
Grade 2	192
Grade 3	188
Grade 4	193
Grade 5	189
Grade 6	189
Grade 7	168
Grade 8	154
Grade 9	166
Grade 10	132
Grade 11	108
Grade 12	115
Total Enrollment	2,295

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	1.1
Asian	0.3
Black or African American	0.4
Filipino	1.2
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.4
White	15.0
English Learners	14.5
Foster Youth	0.1
Homeless	0.7
Migrant	2.4
Socioeconomically Disadvantaged	51.4
Students with Disabilities	5.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.40	69.26	163.70	75.65	228366.10	83.12
Intern Credential Holders Properly Assigned	2.30	2.32	10.30	4.80	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.80	15.41	24.30	11.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.40	2.39	3.90	1.83	12115.80	4.41
Unknown	10.90	10.62	13.90	6.45	18854.30	6.86
Total Teaching Positions	103.10	100.00	216.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	7.80	
Misassignments	8.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	15.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.40	
Total Out-of-Field Teachers	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Burton School District held a Public Hearing on September 19, 2022, 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 2022 regarding textbooks in use during the 2022-23 school year.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current Adoption (2003) – Good Quality-Pearson	Yes	0%
Mathematics	Current Adoption (2014) – Good Quality-Engage NY (TK-5th grades) and (2022)- Good Quality- Illustrative Math (6th-8th)	Yes	0%
Science	Current Adoption (2019) – Good Quality-Amplify	Yes	0%
History-Social Science	Current Adoption (2006)– Good Quality-McGraw Hill	Yes	0%
Foreign Language	Current Adoption – Good Quality	Yes	0%
Health	Current Adoption – Good Quality	Yes	0%
Visual and Performing Arts	Current Adoption – Good Quality	Yes	0%
Science Laboratory Equipment (grades 9-12)	Current Adoption – Good Quality	Yes	0%

School Facility Conditions and Planned Improvements

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 remolded 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.

Year and month of the most recent FIT report	December 2022

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

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1198	1151	96.08	3.92	46.92
Female	621	595	95.81	4.19	52.27
Male	577	556	96.36	3.64	41.19
American Indian or Alaska Native	17	17	100.00	0.00	29.41
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	941	910	96.71	3.29	45.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	35.29
White	196	182	92.86	7.14	57.14
English Learners	148	143	96.62	3.38	16.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	728	698	95.88	4.12	43.12
Students Receiving Migrant Education Services	31	31	100.00	0.00	38.71
Students with Disabilities	74	69	93.24	6.76	15.94

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1198	1152	96.16	3.84	25.17
Female	621	596	95.97	4.03	23.83
Male	577	556	96.36	3.64	26.62
American Indian or Alaska Native	17	17	100.00	0.00	17.65
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	43.75
Hispanic or Latino	941	911	96.81	3.19	23.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	17	89.47	10.53	29.41
White	196	182	92.86	7.14	33.52
English Learners	148	142	95.95	4.05	14.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	728	701	96.29	3.71	22.54
Students Receiving Migrant Education Services	31	31	100.00	0.00	12.90
Students with Disabilities	74	70	94.59	5.41	7.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	27.88	NT	17.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	561	520	92.69	7.31	27.88
Female	295	268	90.85	9.15	22.76
Male	266	252	94.74	5.26	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	425	395	92.94	7.06	23.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	110	101	91.82	8.18	44.55
English Learners	50	44	88	12	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	354	326	92.09	7.91	25.46
Students Receiving Migrant Education Services	23	22	95.65	4.35	9.09
Students with Disabilities	43	37	86.05	13.95	0

2021-22 Career Technical Education Programs

Summit Charter Academy offers a career-themed program in Agriculture, Business, Digital Media, and Culinary. 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:

Academy of Culinary and Hospitality
- Culinary 1
- Culinary 2
- Hospitality

Academy of Digital Design and Innovation
- Digital Media Foundations
- Video Production
- Adv. Media Arts

Academy of Leadership in Business
- Introduction to Business
- Intro to Finance
- Business Communication
- Media Entrepreneurship

Agriculture
- Ag Earth Science
- Agriculture Biology
- Ag Business

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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	294
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.05
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	32.18

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.5%	97.5%	97.5%	97.5%	97.5%
Grade 7	92%	92%	92%	92%	92%
Grade 9	99%	99%	99%	99%	99%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Family involvement is integral to the educational process: Parents are critical to the successful education of their children. Summit Charter Academy will provide parents with ample opportunities for meaningful connections with their children's school experiences. Parents will be included in the discussions and governance of this school as well as a personal connection and a voice in how their children will be educated. Demonstrating strong parent involvement sends a powerful message to students. School Site Council Committee and English Language Advisory Committee are other ways for parents to volunteer in a more formal setting. The School Site Council is a committee made up of school personnel and parents. The focus of the council is to provide a forum for parents and school personnel to come together to identify common goals for the schools compensatory education programs and establish a plan to achieve these goals that will be recommended to the School District Board of Education. School Site Council Members are elected at the beginning of each school year. 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:

2022-23 Opportunities for Parental Involvement

*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/ParentSquare App
*Newsletters and notes home
*Website access
*Parent Square
*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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.1	6.2		7.4	6.2		8.9	7.8
Graduation Rate		94.9	92		92.6	92		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	113	104	92.0
Female	60	57	95.0
Male	53	47	88.7
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	82	76	92.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.0
White	27	26	96.3
English Learners	28	26	92.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	94	85	90.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	12	10	83.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2375	2340	422	18.0
Female	1214	1200	219	18.3
Male	1161	1140	203	17.8
American Indian or Alaska Native	26	26	9	34.6
Asian	8	8	1	12.5
Black or African American	10	10	5	50.0
Filipino	27	27	5	18.5
Hispanic or Latino	1867	1843	317	17.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	35	32	4	12.5
White	350	344	72	20.9
English Learners	375	372	38	10.2
Foster Youth	8	8	2	25.0
Homeless	20	18	2	11.1
Socioeconomically Disadvantaged	1544	1523	309	20.3
Students Receiving Migrant Education Services	64	63	14	22.2
Students with Disabilities	146	143	45	31.5

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.96	0.91	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.01	0.02	2.05	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0.00
Female	0.58	0.00
Male	1.46	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.14	0.00
English Learners	0.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.11	0.00

2022-23 School Safety 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 (7:45-8:15) 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 assistance from the Transportation Department to ensure 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. The School Site Safety Plan was most recently reviewed in Fall 2022 by the Safety Committee.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	3	8	
1	23		9	
2	22	1	8	
3	25		8	
4	32		6	
5	28		6	
6	23	1	6	
Other	22		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	5	8	
1	22	3	6	
2	22	2	8	
3	24		9	
4	27		8	
5	31		6	
6	25	6	42	
Other	42			1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	11	
1	23	2	7	
2	20	7	2	
3	23	2	6	
4	27		7	
5	26		7	
6	26	12	36	2
Other	9	4	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	18	1
Mathematics	21	15	18	
Science	25	6	16	1
Social Science	25	10	9	5

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	28	13	
Mathematics	19	25	14	1
Science	22	18	16	
Social Science	16	26	13	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	17	25	
Mathematics	20	21	17	
Science	23	12	19	2
Social Science	20	15	15	1

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	765

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,320	$422	$5,899	$68,551
District	N/A	N/A	$5,704	$78,220
Percent Difference - School Site and District	N/A	N/A	3.4	-8.9
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-11.1	-16.1

2021-22 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 LCFF funding formula to supplement the general education program. To ensure that the educational needs of all students are met, including those with special needs, programs are funded through state and federal program funds, which consist 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.

In addition to general state funding, Burton School District received state and federal categorical funding for the following support programs:
- Title I, Part A Allocation
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency,
- Title IV Student Support & Academic Enrichment.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,322	$51,591
Mid-Range Teacher Salary	$83,910	$79,620
Highest Teacher Salary	$109,841	$104,866
Average Principal Salary (Elementary)	$128,561	$131,473
Average Principal Salary (Middle)	$137,687	$135,064
Average Principal Salary (High)	$135,418	$137,679
Superintendent Salary	$193,592	$205,661
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	3
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

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 grade level/content level Improvement Teams 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 with time designated for review of assessment data and PDSA improvement cycles.

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. Lesson study cycles are being utilized with grade level/content teams to actively observe, discuss, and implement improvements throughout the course of the school year. 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 help of the site mentor teacher who provides instructional coaching support or they may utilize the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

Professional Development

Two of the most powerful methods for improving school performance are analyzing student work and performance and identifying best practices. These activities require staff members to examine their practice carefully in relation to the progress that their students make toward the standards. Our professional development program includes regular opportunities for our staff to meet and engage in professional conversations about student work, what proficiency with the standards looks like, and how to improve their teaching. At Summit Charter Academy we consistently use data to make informed decisions and to monitor the academic progress of our students at all achievement levels. At the beginning of the academic year, students' benchmark and 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 are constantly monitored through the Professional Learning Community process. Teachers and support staff meet weekly in "improvement 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. The use of grade-level common formative assessments (short cycles) aligned to the common core state standards also helps 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-12th 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6