

Petition for the Renewal of
Summit Charter Academy



a California Public Charter School

Within

Burton School District



Submitted June 30, 2020

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WASC Accredited K-12 Charter School

This Petition is being submitted to the Burton School District Board of Trustees to renew the K-12 Summit Charter Academy in the district. The document provides a description of the genesis of the charter school proposal and then describes the 16 required elements (A through P) of a Charter Petition as required by state law.

Community Characteristics

Burton School District is located in the city of Porterville in California's central San Joaquin Valley midway between Los Angeles and San Francisco. A city of approximately 59,145 people, Porterville is a semi-rural, primarily agricultural oriented community. The district serves four non-charter elementary schools (K-6), two charter elementary schools (K-5), one charter intermediate school (6-8), one non-charter middle school (7-8), one charter high school (9-12), and one homeschool program (K-12).

I. Founding Group

Background:

The founding group is the Burton School District and is the applicant for this charter school petition. At the time of establishment, it was a single school district with five school sites. Currently, Burton remains a single school district with seven school sites. The Board of Trustees is the granting agency for the Petition. The district has been in existence for over 145 years, and enjoys a reputation of exceptional customer service and student learning.

The intent of the charter school was to open initially to all grade levels that the district served (kindergarten through 8th grade) and then to begin adding grades 9-12 each subsequent year, beginning with the 9th grade. Currently, our K-12 program has expanded to 4 sites (two elementary, one intermediate and one high school, as well as, K-12 independent study options).

The Burton School District has served the community for over 145 years and has provided a high quality and comprehensive education to grades K-8. It has demonstrated it has the necessary background in curriculum, instruction, assessment, finance, facilities, business management, organization, governance, and administration to help support the Summit Charter Academy. The district has strongly supported the charter concept and initial development, making staffing and funding available for the new school's planning period. Furthermore, the district is providing expandable facilities, and through mutual agreement with Summit Charter Academy, will provide fiscal and personnel services. The Burton School District has clearly demonstrated its capacity to provide an outstanding education to its students. The relationship between the district and the charter school will be positive because

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both the district and charter school are committed to the education of all students in their community.

The Burton Elementary School District Board of Trustees, in 2004, made a decision to support the opening of a charter school in the district for the purpose of developing an alternative secondary educational opportunity to that being currently offered by the Porterville Unified School District. In its deliberations, the Board clearly stated that the purpose of a charter high school was not to duplicate the successful comprehensive high schools of the Porterville Unified School District. The Board acknowledged that for many students, this experience has been very successful. The Board acknowledged that a charter high school with perhaps 400 to 500 students might not be able to support certain extracurricular activities, such as large marching bands and certain athletic experiences such as a football team.

The decision by the Board to move forward on a secondary experience in the district has, at its roots, initial conversations from some Burton parents about the possibility of extending the Burton Experience into the secondary levels. The Board followed up on this interest by surveying the community to determine a variety of opinions on the current job being done as a district; the attributes defining the Burton experience; and the interest the community has in a secondary program. A review of the district's long-term growth projections show that in perhaps 10 years, this district will be "built out" with housing developments, and that we will have perhaps 5,000 students, of which 1,000 to 1,200 would be in the secondary grade levels. This number appears to be sufficient to support a stand-alone high school. Additionally, through a community survey there were reasons why the Burton community wished to continue to explore secondary education options:

- Very large enrollment and large class sizes at existing high schools.
- Community growth that indicated a large number of high school students in the Burton community.
- A more challenging integrated academic and fine arts program to meet career and college goals.
- A continuation of the "Burton Experience" to the high school level for continuity.

The survey permitted the community to better define what the "Burton Experience" is all about. It includes:

- Setting expectations for success that are "just right".
- Providing a grading policy that accurately reflects student performance.
- Fostering a climate of mutual respect between teachers and students.
- Providing an excellent quality of instruction.
- Providing an environment where parents feel welcomed at school sites.
- Encouraging all students to succeed.
- Informing parents about their student's education.

- Creating an environment enjoyable for their children (the children “enjoy” school).
- Providing a high quality and personalized customer service.
- Providing a safe environment.

Finally, parents want rigorous academic instruction in core and advanced subjects, especially in math, science, and a foreign language as well as a safe community.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

MISSION

Summit Charter Academy allows students to explore the world around them as the staff challenges each student to rise to the pinnacle of physical, artistic, and intellectual awareness. Summit Charter Academy provides an educational environment where students demonstrate a firm commitment to their community, exhibit strong personal character, critically analyze information and communicate articulately. Summit Charter Academy is committed to developing critical thinkers and problem solvers who value the perspectives and cultures of the global community.

PHILOSOPHY

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

The learner will acquire a solid foundation for basic skills and use the skills to set personal goals and focus on in-depth investigations and to engage in authentic projects, fieldwork, and community service that extend beyond the school boundaries into the community and beyond.

Additionally, the school's staff will engage in professional development, careful monitoring of students' success indicators, an individualized approach to learning.

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

Parents, as educational partners, will receive various educational opportunities provided by both district and/or school sites to assist in meeting the goals of each student.

The charter high school is a robust comprehensive small school program option for local community students. The program focuses on rigorous academic achievement, acquisition of college courses, and an integrated curriculum infused with fine and performing arts, project-based learning, technology, and academies aligned with college and industry expectations.

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

- 1) Acquisition of a Second Language: Our program includes a dual language model with students learning in both Spanish and English. The goal is to enable students to attain advanced levels of bilingualism and biliteracy and to promote understanding of and appreciation for the cultures represented by the languages studied. The primary objective is to teach students language and literacy skills that will allow them to function effectively in both their personal and professional lives. Developing bilingual and biliterate students provides important community bridges as students and parents have a richer understanding of different cultures.
- 2) Integrated Fine and Performing Arts with Academics: The arts contain a rich body of knowledge that will aid all students in understanding the world around them and enhance their learning in all academic areas. Students are offered an art-enriched environment that encourages them to make connections to the global community. The school's expectation is that each student will participate in these programs throughout their charter school experience. Thematic units that contain well planned instructional lessons in academic subjects and include activities in the arts enable children to develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty and cross-cultural understanding. The arts are recognized as one critical tool for creative learning and self-expression.
- 3) Experiential/Project-based Learning: We will provide students with the opportunity to work collaboratively or individually on projects that reflect real world problems or situations. Teachers will integrate project-based learning throughout the school year.

- 4) International Baccalaureate: SCA currently offers the IB Primary Years Programme as well as the Middle Years Programme. Students engage in critical thinking, problem solving, and service learning through the IB programme.
- 5) Technology infused into curriculum delivery and student learning: The district is committed to offering a 1:World technology program in which students in all grades have access to individual devices. In grades 5th-12th students have access to advanced technology during the school day and beyond.
- 6) Early college and academies options for high school students. 9-12th grade students will have the option to enroll in college classes beginning freshman year. Students will also join academies based on their college and career interests. As the college and career indicators require students to either complete pathways or earn dual enrollment, students will be required to enroll in one option but are encouraged to do both college courses and enroll in an academy.
- 7) Parental Support and Involvement at school, at home, and in the community: Parents are meaningfully involved in supporting the school and their students' education. When parents are involved in their children's education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, graduate at higher rates, and show higher rates of enrollment in higher education. Parental involvement is recommended.

Design Overview:

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

Design Principles:

- 1) Increased emphasis on teacher collaboration in the classrooms: Teachers will work closely together to provide appropriate instruction to serve all students.
- 2) Community Partnerships: Our goal is to work with many individuals and organizations in order to provide the resources necessary to enhance and enrich the lives of our students. The quality and breadth of our community partnership programs will be unique as compared to other schools in our area. We will work with an extensive array of community businesses,

governmental agencies, service organizations, and community volunteers both on-site and off-site to expand the learning environment for the students.

3) Individualized Learning Plans (grades 9-12): The counselor implements individualized learning plans that reflect a collaborative educational plan for each student. These plans reflect student and parent interests. These are designed to guide students' educational experiences toward meeting lifelong goals.

4) Variety of sites: The school originally opened as a single K-8 site-based program. Currently, the school is located at four separate sites: SCA Mathew (K-5 Dual Immersion), SCIA (6-8), SCCA (9-12), and SCA Lombardi (K-5 IB World School) as well as a long term independent study program (K-12 non-site based). The charter reserves the right to expand to additional sites.

Academic Approaches by School Site:

School Site	Approach
All grade levels	Curriculum meets California State Standards, and includes embedded interventions, academic support, and enrichment programs into daily and yearly schedules. Fine and performing arts, second language acquisition, and technology are integrated into classrooms for grade-appropriate curriculum delivery.
SCA-Mathew (K-5)	All-day program allows for greater depth to curriculum, and introduction of second language acquisition. Second language acquisition is delivered through a dual immersion program, whereby instruction is delivered in a 90 -10 split in kindergarten. First grade dual immersion is delivered in an 80-20 split. Second grade is delivered at 70-30; 3rd grade 60-40; fourth through fifth at 50-50. The dual-immersion program is based on 3 core pillars of dual-immersion instruction: bilingualism & biliteracy, high academic achievement in both languages, and socio-cultural competence.
SCA-Lombardi (K-5)	SCA Lombardi is an IB World School for the Primary Years Programme which serves grades TK through Fifth grade. We nurture and develop young students as caring, active participants in a lifelong journey of learning. Students are challenged through an inquiry-led transdisciplinary framework in which they take responsibility for their learning and explore local and global issues. Students are encouraged to take action through their inquiry of the world around them.

SCIA (6-8)	Dual Immersion (di) will continue to be offered through grade 8. DI students will take Spanish language arts. SCIA is an IB World school for the Middle Years programme, which serves grades sixth through eighth . In order to meet the requirements of IB, each student will take eight core classes which will include the required design course and implement 1:World. IB community projects are completed in eighth grade and required for promotion. This will be embedded in both the core syllabus as well as instruction.
SCCA (9-12)	SCCA is a WASC accredited and NCAA approved 9-12 program. As an early college high school, students will begin college courses in 9th grade and continue as they are academically ready. Students should complete at least two college courses, but may work towards an associate's degree. Ninth graders are enrolled in the articulated course "College and Careers" and if successful a "Health" course in the spring through Porterville College. 10th-12th graders may enroll in courses as they are academically ready both as concurrent classes and dual enrollment. Some graduates are completing associate degrees by their senior year. Core coursework will meet UC "A-G" requirements to ensure graduates have access to four year universities. . SCCA continues to add courses to the course catalogue based on student need and interest. Elective course pathways have been articulated under cohorted academies so students also have the opportunity for career preparedness through an increasingly rigorous sequence. Students will also be able to enroll in online courses to advance course credit completion towards graduation or to repeat a course when necessary. Real world internships, project based learning, and career preparedness will be offered to students through their high school experience.
Homeschool/ Independent Study K-12	<p>As the charter includes non-site based education per family interest, SCA includes k-12 homeschool and independent study programs. K-8 families may participate in a homeschool partnership with the support and guidance of certificated teaching partners. K-8 families will have access to grade level content, enrichment, and district required pre and post assessments in math and ELA.</p> <p>The high school program requires students to be supported by certified teachers or to utilize an A-G approved online program for course completion. Students will be assigned a master teacher to oversee weekly assignment completion. As all students have</p>

	<p>different needs, students may be required to attend some classes and/or be required to attend additional tutoring.</p>
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	<p>As stated by law, k-12 independent study attendance is calculated by work completion. Students must have the ability to work independently and complete the minimum assigned course work to continue enrollment. If students are not able to complete work, they will be referred back to their school of residence or offered a seat in the main program if available. Students may not be sent to independent study or home school as it is solely a voluntary program.</p>
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Assessment methods will follow the assessment practices of the Burton School District as well as the IB Assessment Policies. Assessment methods will include district benchmarks, writing samples, state assessments, class/campus projects, formative assessments, summative assessments, and any assessments required for graduation.

PROMOTION REQUIREMENTS for SCIA (Grades 7 & 8)

To maintain enrollment at SCA, a student must meet the promotion standards listed below:

1. A "C" average with no unresolved "F" grades in any class
2. Students with less than a "C" average and with no "F" grades will be considered for promotion if:
 - a. A student with less than a "C" average and no unresolved "F" grades will be considered for promotion only if the student has achieved all his/her IEP goals
3. Good Behavior: Students must have and maintain good behavior on campus.
 - a. Any student suspended on the last two weeks of the school year will not be eligible for end of the year extra-curricular activities including promotion ceremony.
4. SCCA high school requires 8th grade students to complete the above promotion requirements to continue enrollment for high school and reserve their placement. SCCA will utilize the fall second period progress reports for initial reservations, however, final spring semester requirements will be verified. In January of each year, the remaining seats will open for any student eligible to submit their application. If more students are interested than seats available, a public lottery will be held in the early spring.

MIDDLE SCHOOL PER YEAR (7th and 8th Grade):

- 10 units of English/Language Arts

- 10 units of Mathematics
- 10 units of History Social Science
- 10 units of Science
- 10 units of Physical Education
- 20 units of Elective
- Must complete hours of community service per year of attendance.
 - 6th grade 5 hours
 - 7th grade 10 hours
 - 8th grade 15 hours
- At the end of 8th grade, all students must complete the IB community project, including 15 hours of community service.
- Must have 90% attendance (exceptions are for absence due to illness, Bereavement or school activity).

HIGH SCHOOL GRADUATION REQUIREMENTS

High School Graduation Requirements (Grades 9 -12)

Students have a responsibility to meet all of the following graduation requirements to graduate from Summit Charter Collegiate Academy with a diploma. Parents and/or students may request a graduation requirement progress report at any time. Students are ultimately responsible for monitoring their own progress towards meeting requirements.

High School (grades 9-12) course and credit requirements

Content Area	Total Credits	
English	40 credits	*Porterville College or other college level approved English courses with a C or better may be substituted for English 11 and 12.
Mathematics	30 credits	Three years of math are required and the sequence must include Integrated 1 and Integrated 2 or Algebra 1 and Geometry. Four years of math is encouraged for all 4 year university students.
Science	30 credits	Students must include Biology and Chemistry in their course sequence.
Social Science	30 credits	*Porterville College or other college level approved courses may count for both high school and college credit in some social science courses.
Physical Education	20 credits	The second year of PE may be waived for two athletic seasons. Weight training and/or Dance, if offered, may also meet PE requirements.

Foreign Language	20 credits	Two years of Foreign Language are required. A placement test should verify appropriate 9th grade level course enrollment. 3-4 years is recommended for 4 year university students. *This requirement may be met with an alternative plan per administrative approval. College American Sign Language (ASL) courses may also meet this requirement.
Fine Arts	10 credits	Students should complete at least one course in fine arts.
College & Career	5 credits	All freshmen participate in this course and may be offered college articulated credit if they are able to work at the collegiate level.
Health	5 credits	All freshmen participate in this course and will be offered a college dual enrollment course if they are able to work at the collegiate level.
Elective Credits	80 credits	30 of these credits should be met with pathway aligned courses to ensure students are college and career ready. They may also be met through dual enrollment, concurrent enrollment, and exploratory elective courses.
Total Required	270	280 credits are possible if all classes are passed.
Community Service		40 hours or 10 hours per year of attendance

*Approved college courses may count towards both high school and college requirements.

Additional Graduation Requirements

- Community Service of 10 hours per year of attendance for a total of 40 total hours. Students must seek prior approval for community service. Service performed must be non-paid, voluntary, and a benefit to our community. Students may count academic free choice projects that include a community element for hours. Job shadowing and internships may count if they are unpaid and approved by the counseling department.
- The high school parent, student compact must be signed and followed annually for continued attendance. If not, students may fail to meet graduation requirements as SCCA requires additional requirements as an early college high school.
- Students will maintain a 2.0 cumulative SCCA grade point average and a 90% attendance requirement (required for the Class of 2013 and beyond) for graduation.
- Students should maintain a 3.0 to participate in college classes unless special administrative approval is granted. SCCA has no authority over college course deadlines, grades, or teacher expectations and these courses will be added to their permanent college transcript.
- Students should complete two college classes and/or completion of a pathway before graduation to ensure college and career readiness.
- Formal RSP students must meet the identified graduation requirements unless otherwise noted on the student's IEP.

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Commencement at SCCA

SCCA is a grade 9-12 campus. Graduation at SCCA occurs at the conclusion of 12th grade or the year in which they complete all mandated graduation requirements.

Students must maintain a 2.0 and 90% attendance to participate in commencement. If not, the student must appeal to the charter board of directors and/or superintendent to hear their case by May 20th of each school year or before ceremony/celebration may be held. Academic, pathway, and athletic recognitions are held throughout the year.

Plan For Academically Low Achieving, High Achieving, Special Education, and Second Language Acquisition Learners

The Burton School District has demonstrated extraordinary commitment and devoted significant resources to intervention and support services to these populations of students. The district is considered a district of innovation and demonstrated best practices. The district will maintain oversight responsibility for the delivery of special education services, intervention for academically low achieving students, enrichment opportunities for high achieving students, and specialized language development instruction for second language acquisition learners on the Summit Charter Academy campuses. The district will continue to work cooperatively with school site personnel and parents to ensure that students are appropriately serviced in accordance with their individual needs Individualized Education Plans (IEPs).

The charter school will continue to service students with the same programs and services that the district provides to students at its other schools. The special education services will include such services as: Resource Specialist Program (RSP), Psychologists, Speech Therapists, Nursing, and Special Education Aides. For students who are part of the Special Education program, the charter school will continue to pursue an educational model that best meets the needs of each student as identified in their Individual Educational Plan (IEP).

Special Education staffing and program support will be funded by the District through the same formula used in current district practices. For other student populations, support services will be delivered in the most appropriate setting for each student.

Homeschool and Independent Study Programs

All families and/or students who wish to enroll in the homeschool or independent study program may apply to become a student based on seat availability and enrollment protocol per SCA charter rules. A board approved master agreement must be signed prior to enrollment

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each year and it must include the number of missed assignments that is allowed before an evaluation is completed. Students must have the ability to work independently to remain in the program. Evaluations are conducted to determine whether it is in the best interest of the child to remain in the program or would they benefit from a site based program. Records must be maintained at least three years and high school transcripts forever. EC 51747(b) If they are not a Burton District resident and are not able to successfully complete adequate progress in learning, the student may apply to the charter's main program if seats are available. No student can be sent to a homeschool/independent study program as it is a voluntary program.

The K-12 homeschool/independent study program is equivalent in quality and quantity to classroom instruction. Curriculum will be in alignment with state standards, but will have some flexibility in choice for homeschool parents. In homeschool (K-8), parents must be an educational partner to ensure students have adult support and instruction at home during the school day. Parents are responsible for delivering instruction with the partnership of the assigned teacher of record. Individualization is key to offering students a robust education that meets individualized needs. Families may participate in tutoring, enrichment, professional development and other district opportunities available to homeschool students. The 9-12 program requires students to have the ability to work independently and attend required meetings and/or classes based on personal ability. High school students must meet SCA graduation requirements unless otherwise approved by administration. High school students must meet the minimum state requirements in mathematics, fine arts and science. All students will, at a minimum, participate in three annual assessments in ELA and mathematics to ensure they are making adequate personal academic growth. The K-12 program will offer foundational curriculum expectations, but allow for personalization where needed to best serve students individual needs.

Students with special needs must have the ability to work independently. EC 51745(c) states No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program (IEP) developed pursuant to article 3 specifically provides for that participation. All services must still be provided as stated in the IEP and on the services page.

Independent study is not a home and hospital program, however, families may voluntarily choose this option through the regular admission process. As a charter school, all foster and homeless youth may have priority registration. For these youth per 51225.3, some high school requirements may be waived based on these requirements. Charter IS schools must ensure Contemporaneous Daily Engagement Records clearly identifying that students were engaged in education activities each school attendance day school is in session. Work samples (evaluated by the teacher) including assessments will be kept and monitored for academic

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success. Assignment sheets with the assigned work time value for the student's completed work must also be kept for audit purposes. Each site will keep individual student files with accurate records, and complete an in-house review of files to ensure all required elements are present for attendance and record keeping twice a year.

Homeschool/independent study operates differently than the main site-based charter program. Staffing will be designed based on the needs of the families and program, which will include a combination of core full-time certificated teachers and part-time hourly certificated teachers. The program will also include other staff as needed to provide secretarial services, tutoring, assessing and enrichment.

Measurable Student Outcomes:

Summit Charter Academy will follow all of the rules and regulations of the Local Control Funding Formula (LCFF). See attached Summit Charter Academy Local Control Accountability Plan (LCAP).

III. GOVERNANCE STRUCTURE

This charter school will provide a unique opportunity and expectation for parents to be more responsible and accountable for a wide variety of site-based decisions; including, but not limited to curriculum decisions at the department level and within grades and between grade levels, and site-based budget considerations that advance the educational goals of the school.

The Burton Elementary School District will serve as the granting agency. The Board of Directors is an advisory board to the Burton School District Board of Trustees, which retains ultimate authority to make decisions regarding all aspects of the Summit Charter Academy. Notwithstanding the above, the District Board of Trustees shall have the authority to delegate powers to the Summit Charter Academy to encourage innovation and accountability, particularly regarding curriculum and certain operational matters, consistent with the mission and purpose of the Summit Charter Academy. Notwithstanding any provision in this charter petition to the contrary, if the District Board of Trustees determines, in its sole discretion, that the Summit Charter Academy Board of Directors or individual members thereof are not acting in the best interests of the Summit Charter Academy or the District, the District Board of Trustees may replace any or all members of the Summit Charter Academy Board of Directors. Development and approval of the Memorandum of Understanding between the district and the

school regarding shared services and authorities of the entities will be reviewed and approved annually.

Governance Model of the Summit Charter Academy

The Charter School parents (employees that have students attending any of the charter sites may not be parent representatives) form the Board of Directors. Every attempt will be made for the Board to be composed of at least one parent from each site (Mathew; Lombardi; SCIA and SCCA-) to make up four members of the seven member board, which will be elected by the parents of the school site they are running to represent. The remaining three board seats will be filled from any of the K-12 sites and the parent voting will take place at a Board of Directors meeting. All Board of Directors will serve a two year term, as long as their child is enrolled at one of the K-12 charter sites. If the board member's child graduates from the high school program or moves to a non-charter site, the board seat will open and need to be filled. The Director of Charter Schools will serve as secretary to the Board of Directors.

The Board shall nominate a Chairperson and other officers as needed at the first meeting of the newly elected Board. Any voting Board member is eligible to be nominated.

Roles and Responsibilities:

The Board of Directors shall be responsible for the operational environment and educational programs of the school sites, including but not limited to, scheduled meetings, advisory committees, decision-making procedures, curriculum adoption within and across all grade levels disciplinary procedures, and the approval of the LCAP plan which includes LCAP funding and site goals (8 state priorities), all of which will be consistent with legislative requirements. The Board shall have no responsibilities regarding evaluation of certificated or classified staff. Decisions that directly affect other district functions or facilities will be made by the district's Board of Trustees, which will consider the advice and recommendations of the Charter School Board of Directors.

The Director of the Charter School as well as the site administrators assigned to the charter schools will report to the District Superintendent who will have evaluation responsibility for the Director and all administrative staff. The Director will oversee the charter schools in order to ensure cohesiveness among the sites as well as to aid in the implementation of the petition. The Director is responsible for WASC accreditation of the SCA as well as serving as secretary to the board. The Director will also implement school wide policies as the Board of Directors and Board of Trustees sees fit. The Principal of each site will be responsible for all day-to-day operations of the school site and will also be responsible for certificated and classified personnel who are committed solely to the charter school campus. All administrative staff associated with the charter will be a part of the Burton School District management team.

Funding

The Summit Charter Academy will utilize the locally funded model. An annual Memorandum of Understanding will be developed that clearly defines the services of the district that the charter school will depend on in order to deliver its educational programs.

Limitations of Charter School Powers

The Charter School shall not have any power or authority to enter into binding contracts, except that the Charter School may enter into one or more memorandums of understanding with the District. The Charter School shall not have any power or authority to initiate or participate in any action in any court of law or before any administrative tribunal or other forum, regardless of whether the Charter School is named as a party thereto. Only the District may, in its discretion, initiate or participate in court or administrative proceedings to protect or enforce any rights of the Charter School, or otherwise protect the Charter School's interests.

IV. QUALIFICATIONS OF INDIVIDUALS EMPLOYED AT THE CHARTER SCHOOL

Recruitment and Characteristics of School Employees

A diverse faculty will be hired that is composed of teachers with enterprising spirits, a desire and the skills to work collaboratively with other teachers, parents, and the community, and an expectation and desire to be a part of the school governance structure and instructional design. Key to the success of the Summit Charter Academy will be the following characteristics of successful school employees:

- Trust: the ability and willingness of the entire staff to establish and maintain a high level of personal and professional trust in each employee's commitment to the mission of the school and to effective site governance. Towards that end, all employees will seek professional development to build the staff's collective capacity for mutual trust and positive attitude, and dedication to assist each other to the best of our abilities for the benefit of our students and our own personal and professional growth.
- Teamwork: the ability of the entire staff to function as a cohesive team. All employees must be prepared to exemplify the meaning of the term "professional" in our demeanor and our willingness and commitment to work together as productive members of a professional learning community. Employees will undoubtedly be asked to devote time and effort in order to make this charter school an extraordinary environment for our students, parents, faculty, and our community. These duties may include serving as leaders on committees at the site or district level, parent training activities, and student-based activities.

- Flexibility and Adaptability: As the school “matures”, each school employee must be able to and willing to cope with adapting our teaching practice. Due to the rigorous nature and involvement required of the charter teachers, they must be willing to attend professional development, community events, and actively participate in school events.
- Personal and Professional Accountability: Successful teachers at the school will be responsible for implementing and adapting the educational curriculum within their classrooms and across the grade levels and subject matters to meet the needs of the students and community. Best practices must be utilized and these practices must continually be affirmed or adapted to ensure their effectiveness.

Qualifications: The Burton School District will employ teachers at the charter school who hold appropriate California teaching certificates, permits, or other equivalent documents. The Director of the charter school is required to hold an administrative credential.

All employees shall comply with the health and safety requirements established by the Burton School District policies and by law (unless waived).

V. HEALTH AND SAFETY OF STUDENTS AND STAFF

The Summit Charter Academy will require each employee to furnish a criminal record summary as described in Section 44237 of the Education Code. Employees and volunteers at the school shall comply with all applicable Burton Elementary School District board-approved policies and regulations pertaining to health and safety, and all applicable federal and state laws concerning welfare, safety and health of students, employees, visitors, volunteers, and others without limitation. The school will also follow all Burton board policies and laws addressing the reporting of child abuse, accident prevention, disaster preparation and emergency response, and any state regulations. In regard to facilities, the charter will abide by DSA or city regulations for the governance and regulatory operation of school facilities. The charter reserves the right to place a program in a public facility if the enrollment needs require additional locations.

VI. ACHIEVING A BALANCED STUDENT POPULATION

The educational program at Summit Charter Academy will be accessible to students of all ability levels, including but not limited to special education, college preparatory, gifted, and English Language Learners.

The student recruitment strategy will ensure that a diverse parent and student population is targeted. Information has been or may be disseminated in the local newspaper, presentations at local community venues, through social media, or other avenues to ensure a broad scope of opportunity for families who may be interested in attending the charter. , and in letters sent home to each parent or homeowner in the district.

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The enrollment period will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. The information material will be available to the diverse population of the district and surrounding communities.

VII. STUDENT ADMISSION

The Burton School District reserves the right to establish the maximum number of students enrolled in each charter school site and at each grade level. The only admission requirements is that the student must reside in Tulare County or an adjacent county per charter law. The student and parent/guardian must sign and maintain their commitment to the "Student/Parent/School Compact". This compact identifies the roles and responsibilities for the student, parent/guardian, and the school staff in providing a strong home-and-school support system that will be a cornerstone to strong student achievement. It is recommended that each family should contribute at least 30 hours of work to support the school. Opportunities include field trip or classroom support, donations of supplies or equipment, and campus work projects.

Continued attendance at the school may be contingent upon fully honoring the terms of the annual compact. In order to attain a racially, economically, and geographically diverse population, the admissions process will be designed to reach out to all families in the greater Porterville community and to enable the school to have a diverse student body. If more students than can be admitted apply, the following admission processes will be followed:

In order for students to be eligible to attend Summit Charter Academy, they must meet the following minimum requirements:

- 1) Be a resident of Tulare County or an adjacent county;
- 2) Student and parent/guardian sign and maintain their commitment to the School Compact. This compact identifies the roles and responsibilities for the student, parent/guardian, and the school staff in providing a strong home-and-school support system that will be a cornerstone to strong student achievement. Continued attendance at the school may be contingent upon fully honoring the terms of the compact. Admissions applications may also be rejected if the student has been expelled or is facing a pending expulsion from another district or the Burton School District.

The Board of Directors will ensure that student admissions are consistent with the delivery of the educational programs and meeting the educational goals of the school. Consistent with the Board of Trustees' policy, "Students who attend Burton Elementary Schools are expected to maintain good attendance and conduct. Students who exhibit poor citizenship and/or irregular attendance may be asked to return to their home school."

Continued attendance at the school may be contingent upon fully honoring the terms of the School Compact. . Students will be allowed to continue their attendance at the school in the following year if all terms of the School Compact have been substantially met by the end of the

current school year, as determined by the Board of Directors. The Board may deny automatic continued enrollment for these reasons:

- 1) Attendance
- 2) Behavior
- 3) Academic Performance

****Parents have the right to appeal the charter board decisions and their appeal will be heard by the Board of Trustees.**

The Board of Directors reserves the right to deny continued enrollment for reasons not listed here. Summit Charter Academy is one school under four roofs (Summit Charter Academy Mathew, Summit Charter Academy Lombardi, Summit Charter Intermediate Academy and Summit Charter Collegiate Academy). If a student is dismissed from one charter site they may not enroll at another charter site unless decided differently by the Board of Directors due to extenuating circumstances. If granted the ability to reapply for admission, the procedures for new applicants would need to be followed.

The Board will open enrollment for the following year by January 15th at the latest, but it may be earlier in the year. If, during enrollment signups for the following school year, more students apply than can be admitted, the following admissions priorities will be followed:

First priority will be given to students who currently attend the school and wish to continue attendance; siblings of these students will be admitted if space is available and other Charter Policies have been met.

- Students in grades 1-12 will then be permitted based on space availability. Enrollment deadline for the following year will be set annually March 1st at the latest or prior to that deadline. At that time, all students will be placed into classes if space is available. If space is not available at any grade level, a lottery will be held to determine enrollment (excluding siblings, unless there are more siblings than space permits). If grades are not full, students will continue to be admitted after March 1st, on a first come first serve basis and after seats are full will be added to a waitlist.
- Kindergarten students will be admitted as follows:
 - Based on:
 - Program Requirements
 - Siblings
 - Attendance of Kindergarten Open Enrollment Day (if numbers exceed that of space, an initial lottery will be held based on programs and space available. Students not admitted into the program requested will be given the option to enroll in an alternative program if space is available).

- Note: Children of founders and charter teachers are exempt from the lottery by federal law-up to the 10% threshold.
- Movement between the K-6 sites will be based on availability and program requirements. If there is a waiting list, they will be added accordingly.
- Highschool transition: SCIA students hold priority placement as current SCA students. All SCIA students will receive a notification and request to reserve a seat in the 9-12 program. All students interested must reserve their seat by October 15th. Open enrollment for any student in the community may begin after November 1st and will be publicly advertised to ensure a diverse student population.

The Summit Charter Academy will be non-sectarian in its programs, admissions, policies, employment practices and all other operations. The school shall not charge tuition and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. No student shall be forced to attend any charter school, as charter enrollment is completely voluntary and based on family choice.

Further, the school will ensure that a free and appropriate education is provided to all children with exceptional needs.

VIII. AUDITING PROCEDURES

The Summit Charter Academy will be locally funded, just as are other Burton schools. The Summit Charter Academy funds will be audited as part of the Burton School District's annual independent fiscal audit. The Board of Trustees and the school district will cooperatively resolve any audit exceptions or deficiencies. Pursuant to legislative requirements (47604.32), the chartering authority will visit the charter school at least annually, monitor the school's fiscal condition, and will ensure that the Summit Charter Academy complies with all required reports.

The Burton School District as the granting agency may inspect or observe any part of the school at any time. This charter may be revoked if the district finds that the charter school did any of the following (*Reference 47607*):

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
2. Failed to meet or pursue any of the pupil outcomes identified in the charter;
3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;
4. Violated any provision of law.

If the governing board of the District believes it has cause to revoke this charter for any of the reasons outlined in the Education Code, it may do so only in accordance with the procedures required by that section of law. The District agrees to notify the Board of Directors in writing,

noting the specific points of concern and will allow the school reasonable time to respond to the notice and take appropriate action (47607). The District and school agree to meet to discuss and resolve any issues or concerns in a timely manner and to work towards resolution in good faith and for the benefit of the school's students.

School site PTO/PTA/PTSA will have an annual financial audit.

IX. SUSPENSION/EXPULSION PROCEDURES

The Summit Charter Academy will develop and maintain a comprehensive set of student discipline policies for discipline, suspension, and expulsion according to the Education Code and District Board Policy. Summit Charter Academy is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Charter Board members and administrators believe that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies. (BP 5144)

X. STAFF RETIREMENT SYSTEMS

Employees will be covered by the existing retirement programs (including FICA, PERS, and STRS).

XI. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Students of the Burton School District whose parents choose for them not to attend the Summit Charter Academy have the following options available to them: district enrollment in the traditional school located within their enrollment boundaries or a request for an interdistrict transfer to another school district that has room available. Placement in an alternative public school shall be contingent upon available space in the other Burton Schools or upon acceptance by other districts. If an out-of-district student leaves the Summit Charter Academy,

he or she may return to his/her traditional neighborhood school or other school based upon their residence location.

XII. EMPLOYEE RIGHTS

All employees working at the Summit Charter Academy shall be considered district employees and are covered under the applicable collective bargaining unit.

XIII. DISPUTE RESOLUTION PROCEDURES

It is the intent of this process to 1) resolve disputes at the lowest levels and within the charter school pursuant to the school's policies; 2) minimize the oversight burden on the Burton Elementary School District; 3) ensure a fair and timely resolution of disputes.

The Burton Elementary School District and the Summit Charter Academy agree that disputes that arise from within the charter school will be resolved, to the greatest extent possible, by the Board and staff of the charter school. For instance, if a parent voices a concern to the school district about the Summit Charter Academy, the district will refer the person to the appropriate person at the charter school. Disputes arising from within the school will be resolved pursuant to policies and procedures developed by the Board of Directors.

In the event of a dispute between the school district and the Summit Charter Academy regarding whether the terms of the charter are being met, the Board of Trustees or the Board of Directors of the school shall provide written notice to the other of the nature of the dispute and the facts which the party believes supports the failure to comply. This notice shall be provided within fifteen calendar days of when the party either knows of, or should have known of, the possible dispute. After receipt of the notice, the District Superintendent or designee and a representative of the Board of Directors shall meet to try to resolve the dispute. If a resolution is reached, a written description of the resolution shall be drafted, signed, and preserved as guidance for future action. If no resolution is reached, the matter shall be submitted to the Board of Trustees.

XIV. DECLARATION OF THE EXCLUSIVE EMPLOYER (for EERA purposes)

The Burton Elementary School District shall be deemed the exclusive public school employer of the employees of the charter school for the purpose of the Education Employment Relations Act.

Any teacher who is a member of the Burton Elementary Teachers Association (BETA) and who is selected to join the staff of the charter school will continue to be covered by the existing agreement between BETA and the Burton School District as the agreement pertains to salary and health benefits compensation. This same stipulation holds true for classified employees who are members of the Classified State Employees Association (CSEA). Employees who join

the charter school staff from outside the district will be district employees and as such will be members of the appropriate employees union.

XV. PROCEDURES IF THE CHARTER SCHOOL CLOSES

In the event that the charter school closed, either by action of the Board of Directors or by action of the chartering authority, the school shall revert to a traditional public school fully managed by the Board of Trustees of the district. All materials purchased with public funds shall remain the property of the Burton Elementary School District. All financial and student records shall be retained by the District. All enrolled students will be allowed to re-enroll in the school or to apply to enroll in their neighborhood school.