

# **2016–17 School Accountability Report Card Template (Word Version)**

(To be used to meet the state reporting requirement  
by February 1, 2018)

**Prepared by:**  
California Department of Education  
Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Web site:**  
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**Contact:**  
SARC Team  
916-319-0406  
[sarc@cde.ca.gov](mailto:sarc@cde.ca.gov)

**Important!**

**Please delete this page  
before using the SARC template**

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2016–17 School Year**

*For Summitview Academy*

**Address:** 670 Placerville Dr. Placerville, CA 95667  
**Principal:** Dustin Bailey

**Phone:** (530) 644-2412  
**Grade Span:** 3-12

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

### **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.

**Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.**

## About This School

### District Contact Information (School Year 2017–18)

<b>District Name</b>	El Dorado Union High School District
<b>Phone Number</b>	(530) 622-5081
<b>Superintendent</b>	Stephen Wehr
<b>E-mail Address</b>	SUPT@eduhad.net
<b>Web Site</b>	www.eduhad.k12.ca.us

### School Contact Information (School Year 2017–18)

<b>School Name</b>	Summitview Academy
<b>Street</b>	670 Placerville Dr.
<b>City, State, Zip</b>	Placerville, CA 95667
<b>Phone Number</b>	(530) 644-2412
<b>Principal</b>	Dustin Bailey
<b>E-mail Address</b>	<a href="mailto:dbailey@summitviewtreatment.org">dbailey@summitviewtreatment.org</a>
<b>Web Site</b>	www.Summitviewtreatment.org
<b>County-District-School (CDS) Code</b>	7087794

### School Description and Mission Statement (School Year 2017–18)

Summitview Child and Family Services Inc. is a nonprofit organization licensed by the state of California to provide a wide variety of educational and mental health services to children and their families. These services include residential treatment, non-public special education, and Medi-Cal certified mental health services. Summitview also offers outpatient therapy, TBS, and Wraparound services. Summitview Child and Family Services, Inc. as well as Summitview Academy is committed to our mission of assisting those we serve in creating and maintaining a passion for lifelong learning. We strive to help others reach their goals with a continuum of support, collaboration, and prevention. The Summitview team will use strength-based, culturally sensitive, and supportive strategies to provide safe and effective learning opportunities. We believe that those we serve will be able to create desired, permanent, and positive changes within themselves and their communities.

### Student Enrollment by Grade Level (School Year 2016–17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	1
<b>Grade 4</b>	1
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	1
<b>Grade 8</b>	4

<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	3
<b>Grade 10</b>	6
<b>Grade 11</b>	5
<b>Grade 12</b>	6
<b>Ungraded Secondary</b>	
<b>Total Enrollment</b>	25

### Student Enrollment by Student Group (School Year 2016–17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0%
<b>American Indian or Alaska Native</b>	0%
<b>Asian</b>	4%
<b>Filipino</b>	0%
<b>Hispanic or Latino</b>	4%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>White</b>	66%
<b>Two or More Races</b>	16%
<b>Socioeconomically Disadvantaged</b>	28%
<b>English Learners</b>	0%
<b>Students with Disabilities</b>	100%
<b>Foster Youth</b>	16%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

<b>Teachers</b>	<b>School 2015–16</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2017–18</b>
<b>With Full Credential</b>	3	3	3	DPL
<b>Without Full Credential</b>	0	0	0	DPL
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	DPL



### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015–16	2016–17	2017–18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017–18)

Year and month in which the data were collected: 1/18

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	8	Yes	0
Mathematics	7	Yes	0
Science	8	Yes	0
History-Social Science	11	Yes	0
Foreign Language	5	Yes	0
Health	3	Yes	0
Visual and Performing Arts	1	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

### School Facility Conditions and Planned Improvements

- Summitview Academy is in good condition and well maintained by our site maintenance repair technicians. No on-site improvements have recently been completed. There are no current maintenance issues that need attention.

### School Facility Good Repair Status

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

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

**Year and month of the most recent FIT report:** 1/18

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

### Overall Facility Rate

**Year and month of the most recent FIT report:** 1/18

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	0%	0%	28%	25%	28%	28.44%
<b>Mathematics (grades 3-8 and 11)</b>	0%	0%	14%	15.82%	19%	19.96%

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	25	4	16%	0%
<b>Male</b>	0	0	0	0
<b>Female</b>	25	4	16%	0%
<b>Black or African American</b>	DPC	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	DPC	0	DPC	0
<b>Filipino</b>	DPC	0	DPC	0
<b>Hispanic or Latino</b>	DPC	0	DPC	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>White</b>	DPC	4	DPC	0
<b>Two or More Races</b>	DPC	0	DPC	0
<b>Socioeconomically Disadvantaged</b>	DPC	2	DPC	0
<b>English Learners</b>	0	0	0	0
<b>Students with Disabilities</b>	25	4	16%	0%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Foster Youth</b>	DPC	1	DPC	0

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016–17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	DPC	DPC	DPC	DPC
<b>Male</b>	DPC	DPC	DPC	DPC
<b>Female</b>	DPC	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC	DPC
<b>Students Receiving Migrant Education Services</b>	DPC	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC	DPC

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
<b>Science (grades 5, 8, and 10)</b>	DPC	DPC	DPC	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016–17)**

**[?] In preparing our students to transition out of high school and enter the workforce, we provide comprehensive, individualized counseling, as well as mentoring and assistance in the area of vocational education. Services that are provided include, but are not limited to, weekly group instruction focused on vocational education, computer literacy, creating resumes, assistance with filling out applications and part-time employment. Each student who is 14 or older has an Individualized Transition Plan (ITP) formulated by the IEP team. The ITP covers areas such as financial responsibility, career interest, social-emotional development, and outside agency linkages. Each specified area in the ITP has a specific goal, as well as a designated individual who is responsible for measuring goal progress.**

**Career Technical Education Participation (School Year 2016–17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	NA
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	NA
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	NA

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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

**California Physical Fitness Test Results (School Year 2016–17)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

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



**Completion of High School Graduation Requirements – Graduating Class of 2016  
(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>All Students</b>	DPC	DPC	DPC
<b>Black or African American</b>	DPC	DPC	DPC
<b>American Indian or Alaska Native</b>	DPC	DPC	DPC
<b>Asian</b>	DPC	DPC	DPC
<b>Filipino</b>	DPC	DPC	DPC
<b>Hispanic or Latino</b>	DPC	DPC	DPC
<b>Native Hawaiian or Pacific Islander</b>	DPC	DPC	DPC
<b>White</b>	DPC	DPC	DPC
<b>Two or More Races</b>	DPC	DPC	DPC
<b>Socioeconomically Disadvantaged</b>	DPC	DPC	DPC
<b>English Learners</b>	DPC	DPC	DPC
<b>Students with Disabilities</b>	DPC	DPC	DPC
<b>Foster Youth</b>	DPC	DPC	DPC

### **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**

<b>Rate</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>2014– 15</b>	<b>2015– 16</b>	<b>2016– 17</b>	<b>2014– 15</b>	<b>2015– 16</b>	<b>2016– 17</b>	<b>2014– 15</b>	<b>2015– 16</b>	<b>2016– 17</b>
<b>Suspensions</b>	0	1	1	DPC	DPC	DPC	DPC	DPC	DPC
<b>Expulsions</b>	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

### **School Safety Plan (School Year 2017–18)**

Summitview has developed and implements a comprehensive safety plan. This plan is in written form and is frequently reviewed in our staff training meetings. The plan covers any type of school safety issues including site emergencies, evacuations, biological and related threats, fire, and earthquakes. The plan also includes emergency equipment and supplies that are kept on site, and in our very near each classroom. Routine fire and earthquake drills are also held to ensure that students are aware of emergency procedures. A paper copy of the plan can be requested by contacting the school at any time.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017–18)

Indicator	School	District
Program Improvement Status	DPC	DPC
First Year of Program Improvement	DPC	DPC
Year in Program Improvement	DPC	DPC
Number of Schools Currently in Program Improvement	N/A	DPC
Percent of Schools Currently in Program Improvement	N/A	DPC

Note: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>1</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>2</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>3</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>4</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>5</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>6</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Other</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

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

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

Subject	Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*			Avg. Class Size	2016–17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Mathematics</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC
<b>Social Science</b>	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016–17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	DPL	DPL
<b>Counselor (Social/Behavioral or Career Development)</b>	DPL	N/A
<b>Library Media Teacher (Librarian)</b>	DPL	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	DPL	N/A
<b>Psychologist</b>	DPL	N/A
<b>Social Worker</b>	DPL	N/A
<b>Nurse</b>	DPL	N/A
<b>Speech/Language/Hearing Specialist</b>	DPL	N/A
<b>Resource Specialist (non-teaching)</b>	DPL	N/A
<b>Other</b>	DPL	N/A

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

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

**Types of Services Funded (Fiscal Year 2016–17)**

Summitview Academy is a certified nonpublic school that provides individualized special education services. The school provides a full curriculum of academics taught by fully credentialed special education teachers. Programs and supplemental services provided at Summitview Academy include classroom curriculum and supplemental supplies, clinical and educational staff, two bachelor's Degree level mental health assistants in each classroom, classroom furniture and equipment, building and ground maintenance and improvement, and funds also cover any other special events that are held throughout the school year such as the end of the year party, graduations, and field trips.

**Teacher and Administrative Salaries (Fiscal Year 2015–16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

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

**Advanced Placement (AP) Courses (School Year 2016–17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>	DPC	N/A
<b>English</b>	DPC	N/A
<b>Fine and Performing Arts</b>	DPC	N/A
<b>Foreign Language</b>	DPC	N/A
<b>Mathematics</b>	DPC	N/A
<b>Science</b>	DPC	N/A
<b>Social Science</b>	DPC	N/A
<b>All Courses</b>	DPC	DPC

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

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

**Professional Development**

Summitview Academy has an extensive training program that provides both initial and on-going training for all school staff. Our teachers and staff are provided several development days throughout the school year. Summitview Academy also makes use of training and workshops provided by the local school districts on a variety of topics. Teachers are given a separate budget to use to attend any instruction-related training of their own choosing. All staff have access to Summitview policies and procedures and can contact our facility training specialists as needed.