ANNUAL PERFORMANCE REPORT

Summit Academy Community School – Warren

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
000305	5 Years	07/01/2025	06/30/2030	K-7
Address	2106 Arbor Ave. SE Warren, OH 44484			
Contact	Phone: (330) 369-4233		Fax: (330) 369-4299	
Website	https://summitacademies.org/warren-elementary/			
Leadership	Amanda McGinnis, Director;Christine Lapikas, IEP Coordinator; Maycee Addicott, Administrative Assistant;Sensei Costarell, Dean of Students			
Governing Authority	Joseph Gagliano, President; Amber Bodrick, Vice President; Eric Jones, Amber Bodrick, Nicole Forte, Kendra Godiciu, Secretary			
Mission Statement	Summit Academy Schools builds hope, success, and well-being through education and advocacy for children with special needs.			

Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	34	31	K	5
Male	66	59	1	9
Race/Ethnicity	%	#	2	13
American Indian/Alaskan Native	0	0	3	11
Asian/Pacific Islander	0	0	4	14
Black, Non-Hispanic	26	23	5	10
Hispanic	4	4	6	16
Multiracial	4	4	7	12
White, Non-Hispanic	66	59	8	
Historically Underserved	%	#	9	
Economically Disadvantaged	100	90	10	
English Learner	1	1	11	
Migrant	0	0	12	
Students with Disabilities	71	64	Total	90

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	**2025-2026**				
Overall Rating	Falls Below Standard				
Achievement Component	Falls Below Standard				
Performance Index	Falls Below Standard				
Chronic Absenteeism	Falls Below Standard				
Progress Component	Falls Below Standard				
Gap Closing Component	Falls Below Standard				
Gifted Performance Indicator	N/A				
Graduation Component	N/A				
4-Year Graduation Rate	N/A				
5-Year Graduation Rate	N/A				
Early Literacy Component	Falls Below Standard				
Proficiency in 3rd Grade	N/A				
Promotion to 4th Grade	N/A				
Improving K-3 Literacy	Falls Below Standard				
College, Career, Workforce & Military Readiness	N/A				
PBIS	Meets Standard				
PI vs Similar School #1 & #2	Falls Below Standard				
PI vs Similar School #2	N/A				
School Academic Achievement Targets and Metrics	**2025-2026**				
Nationally-Normed Assessment Achievement K-8 Reading	Falls Below Standard				
Nationally-Normed Assessment Achievement K-8 Math	Falls Below Standard				
9-12 EOC Algebra I	N/A				
9-12 EOC Biology	N/A				
9-12 EOC ELA II	N/A				
9-12 EOC Geometry	N/A				
9-12 EOC American US History	N/A				
9-12 EOC American US Government	N/A				
9-12 Credit Earning Rate	N/A				
School Academic Growth Targets and Metrics	**2025-2026**				
Nationally-Normed Assessment Growth K-12 Reading	Falls Below Standard				
Nationally-Normed Assessment Growth K-12 Math	Approaches Standard				
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	Approaches Standard				

School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard

School Academic/Non-Academic Performance					
School Fiscal Performance Targets and Metrics	**2025-2026**				
Ratio Assets to Liabilities	Falls Below Standard				
Unrestricted Days Cash	Falls Below Standard				
Current Year Enrollment Variance	Approaches Standard				
Debt Management	N/A				
Total Expense Variance	Exceeds Standard				
Sponsor Financial Reporting	Exceeds Standard				
Audit Findings	Falls Below Standard				
Enrollment Sustainment	N/A				
Sustainability	N/A				
School Governance Performance Targets and Metrics	**2025-2026**				
Board Engagement	Meets Standard				
Required # of Reg. Board Meetings	Meets Standard				
Required # of Board Members	Meets Standard				
Proper Meeting Notice	Meets Standard				
Required Board Member Training	Meets Standard				
Board Member Attendance	Exceeds Standard				
Compliance/Organizational & Operational Performance Targets and Metrics	**2025-2026**				
On-Time Records Submissions	Exceeds Standard				
Accuracy of Records Submissions	Exceeds Standard				
Five-Year Forecast Submission	Meets Standard				
Annual Budget	Meets Standard				
Annual Report	Meets Standard				
Emergency Management Plan	Meets Standard				
Out of School Suspension K-3	Exceeds Standard				
Out of School Suspension 4-8	Falls Below Standard				
Out of School Suspension 9-12	N/A				
Mission Specific	Exceeds Standard				
School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard					

School Compliance Summary	
Special Education	The ESC of Lake Erie West conducts a special education review using the IDEA Monitoring Record Review Guide. Summit Academy Community School – Warren compliance rate is 95%. The ESC of Lake Erie West confirms IEP implementation through a documentation verification review. Summit Academy Community School – Warren had 100 % of their documentation verified.
Legal	Summit Academy Community School – Warren was in compliance with all applicable state and federal laws, rules, and regulations for the 2025–2026 school year.
Corrective Action Plan (CAP)	Summit Academy Community School – Warren was not placed on corrective action during the 2025-2026 school year.

School Performance Summary	
Areas of Strength	During the 2025–2026 school year, Summit Academy Community School – Warren strengthened academic supports through consistent progress monitoring, benchmark assessments, and targeted literacy interventions. The school implemented benchmark assessments and ongoing progress-monitoring timelines using resources to track to student growth and inform instructional decision-making. Literacy curriculum and support resources were utilized with fidelity, ensuring alignment to state standards and evidence-based reading instruction. Intervention periods were strategically utilized to provide targeted support, strengthen foundational skills, and accelerate student learning outcomes. The school also prioritized instructional support and professional collaboration to strengthen classroom practices and promote continuous improvement. Veteran teachers provided mentoring and instructional support to newer staff members. In addition, the Read Ohio Coach delivered individualized, small-group, and whole-group coaching focused on literacy instruction, curriculum implementation, data analysis, and effective instructional strategies. Professional development efforts further emphasized restorative practices and Positive Behavioral Interventions and Supports (PBIS). Family and community engagement remained an important focus throughout the school year. The school maintained an open-door policy that encouraged parents to actively participate in their child's educational experience and collaborate closely with school staff. Families were welcomed into the classrooms. This partnership strengthened communication between home and school while promoting student accountability and success. Parents also demonstrated continued support for the school community. In the area of special education, the school demonstrates strong special education practices, providing targeted interventions for students performing below grade-level standards. Parents are actively involved in the evaluation process, with opportunities to participate in ETR meetings and provide written, informed consent prior to evaluations. The ETR clearly summarizes assessment results, describes educational needs, and documents eligibility determinations made collaboratively by a qualified team and the child's parent, with justification provided for all decisions. IEPs include Present Levels of Academic Achievement and Functional Performance that address both academic and functional needs, with measurable annual goals aligned to these areas. Specially designed instruction, related services, accommodations, and assistive technology are clearly specified, including location, frequency, and duration, and instructional data are collected to monitor progress aligned to the annual goals. The IEP team includes qualified members and provides clear explanations regarding the extent of the child's participation with nondisabled peers, ensuring comprehensive and transparent planning.

School Performance Summary	
Areas for Improvement	During the 2025–2026 school year, Summit Academy Community School – Warren worked to implement its Multi-Tiered System of Supports (MTSS). Staff understanding of data-driven instruction and intervention practices through expanded instructional coaching and ongoing professional development will be targeted for growth in 2026-2027. To further improve student engagement and attendance, the school will strengthen proactive family outreach and community partnerships. In addition, continued professional development in restorative practices, classroom management, and Positive Behavioral Interventions and Supports (PBIS) will foster the creation of more positive learning environments. Future plans to expand coaching cycles to promote consistent implementation across classrooms will impact student learning. In the area of special education, one area for improvement is that the IEP does not consistently specify the provision of specially designed instruction, including related services. Additionally, providing detailed descriptions of services allows the team and parents to fully understand how the student will access and benefit from instruction. Enhancing the specificity of specially designed instruction in the IEP will improve both compliance and the effectiveness of services for students.
Prospects for Renewal	Probable