

# Summit Public School: Denali

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Summit Public School: Denali
<b>Street</b>	539 E. Weddell Drive
<b>City, State, Zip</b>	Sunnyvale, CA 94089
<b>Phone Number</b>	669-721-2646
<b>Principal</b>	Kevin Bock
<b>E-mail Address</b>	kbock@summitps.org
<b>Web Site</b>	denali.summitps.org
<b>CDS Code</b>	43104390128090

<b>District Contact Information</b>	
<b>District Name</b>	Summit Public School: Denali / Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Mary Ann Dewan
<b>E-mail Address</b>	MaryAnn_Dewan@sccoe.org
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>

## **School Description and Mission Statement (School Year 2018-19)**

Summit Public School: Denali is a public charter school authorized by the Santa Clara County Office of Education. Denali welcomed its first class of 6th graders in August of 2013, and will continue to add one grade level per year until fully grown to grades 6 - 12.

Denali is part of the network of high performing Summit Public Schools.

### **OUR MISSION**

Since our founding, we have remained steadfast in our mission - to prepare a diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society.

We believe deeply that every student is capable of college and career readiness and should have access to high-performing public schools to prepare them for success in college, career and life.

While some students will select career paths or community colleges, the preparation for attending a four-year college will help them avoid the academic and skill deficit that results from placement in a non-college prep, high school diploma program.

These children are our future and it is our responsibility, as the public education system to prepare them to be active, productive citizens.

### **THE SUMMIT EXPERIENCE**

We ensure that every minute of every day is a high quality learning experience for our students.

We focus on developing our students' in the Four Elements of College and Career Readiness, as well as the core characteristics of respect, responsibility, courage, compassion, integrity and curiosity. Our program consists of the following elements:

**Project Time:** Our students are innovators, creators and problem-solvers. They develop these invaluable skills by participating in rich and collaborative deeper learning projects and experiences facilitated by our outstanding teachers.

**Mentor Time:** Our students have mentors who individually support them through their goals. Students lead weekly 1:1 meetings with their mentor, where they review their Personalized Learning Plan, track their progress and reflect on their learning. Mentors also serve as college counselors, coaches and family liaisons, ensuring their mentees are excelling inside and outside of the classroom every day

**Personalized Learning Time:** Summit students learn their academic content at their own pace, and in the style they learn best. They learn through a combination of playlists, peer-to-peer coaching and 1:1 tutoring from their teachers. Each week, our students set goals, make a plan, learn, show what they know and reflect.

**Summit Reads:** Arguably the most important skill needed for college and career success, our students participate in dedicated time each day to improve and strengthen their reading. Together with their larger Summit community, they develop literacy skills, models perseverance and develops a life-long love of reading.

**Summit Solves:** Like reading, students at all performance levels benefit from consistent math practice. Summit Solves is a dedicated time of each day where students practice math using online tools, teacher tutoring, and peer tutoring.

Community Time: Our students meet together each week in their mentor groups to engage in discussions about issues that are important to them. These dialogues underpin the Summit community's core characteristics of respect, responsibility, courage, compassion, curiosity and integrity, while exploring topics such as vulnerability, motivation, and self-advocacy.

#### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	67
Grade 7	118
Grade 8	105
Grade 9	98
Grade 10	94
<b>Total Enrollment</b>	<b>482</b>

#### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.8
Asian	17.6
Filipino	3.3
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.4
White	32.8
Socioeconomically Disadvantaged	27.0
English Learners	9.5
Students with Disabilities	12.4
Foster Youth	0.0

## 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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	11	20	28	28
Without Full Credential	5	6	11	11
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments *	6	6	3
Vacant Teacher Positions	0	0	1

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 2018-19)**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p> <p>Reading Plus - <a href="http://www.readingplus.com">www.readingplus.com</a></p> <p>News ELA - differentiated articles based on lexile level - <a href="http://www.newsela.com">www.newsela.com</a></p> <p>No Red Ink - Grammar and process writing support - <a href="http://www.noredink.com">www.noredink.com</a></p> <p>PBS.org - <a href="http://www.pbs.org/teachers/classroom/9-12/">www.pbs.org/teachers/classroom/9-12/</a></p> <p>BrainPop - <a href="http://www.brainpop.com">www.brainpop.com</a></p> <p>SAS Curriculum PathwaysOnline</p> <p>Purdue OWL Writing Exercises Online - <a href="http://grammar/conventions">grammar/conventions</a> resources</p> <p>Poetry Foundation - Poetry terms and poems</p> <p>Grammar Girl Online - <a href="http://grammar.quickanddirtytips.com">grammar/convention resources - grammar.quickanddirtytips.com</a></p> <p>CNN/CBS Story Archive - Reading comprehension - <a href="http://literacynet.org/cnnsf/archives.html">literacynet.org/cnnsf/archives.html</a></p> <p>Poetry Out Loud - Poetry terms and poems</p> <p>My English Teacher Grammar - <a href="http://www.myenglishteacher.net">www.myenglishteacher.net</a></p> <p>Open Yale Courses - College lecture on poetic meter - <a href="http://oyc.yale.edu/english/engl-310/lecture-3">oyc.yale.edu/english/engl-310/lecture-3</a></p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>EReadingWorksheets General ELA - <a href="http://www.ereadingworksheets.com">www.ereadingworksheets.com</a></p> <p>Time4WritingGrammar - <a href="http://www.time4writing.com">www.time4writing.com</a></p> <p>Research - <a href="http://www.libraryspot.com">www.libraryspot.com</a></p> <p>Literary Glossary Literary Terms - <a href="http://www.shmoop.com/literature-glossary/">www.shmoop.com/literature-glossary/</a></p> <p>Writing Commons - Rhetoric - <a href="http://writingcommons.org">writingcommons.org</a></p> <p>Montgomery KYSchool District - Literary Terms - <a href="http://www.montgomery.kyschools.us/userfiles/1501/Cla ses/686/sound%20devices%20foundation%20lesson.pdf">www.montgomery.kyschools.us/userfiles/1501/Cla ses/686/sound%20devices%20foundation%20lesson.pdf</a></p> <p>English Club Grammar Terms - <a href="http://www.englishclub.com/grammar/terms.htm">www.englishclub.com/grammar/terms.htm</a></p> <p>Super Teacher Tools General ELA - <a href="http://www.superteachertools.com">www.superteachertools.com</a></p> <p>Wise Geek Literary T erms - <a href="http://www.wisegeek.com/what-is-consonance.htm">www.wisegeek.com/what-is-consonance.htm</a></p> <p>Bright Hub Education Literary Terms - <a href="http://www.brighthubeducation.com">www.brighthubeducation.com</a></p> <p>Shakespeare Glossary Literary Glossary - <a href="http://www.shakespeareswords.com">www.shakespeareswords.com</a></p> <p>No Fear Shakespeare Shakespeare - <a href="http://www.nfs.sparknotes.com">www.nfs.sparknotes.com</a></p> <p>Teacher Google site Literary Terms - <a href="http://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition">sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition</a></p> <p>Chomp Chomp Grammar - <a href="http://www.chompchomp.com">www.chompchomp.com</a></p> <p>Folger Shakespeare Library Shakespeare/Drama - <a href="http://www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/">www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/</a></p> <p>Guide to Grammar &amp; Writing - <a href="http://grammar.ccc.commnet.edu/grammar/">grammar.ccc.commnet.edu/grammar/</a></p> <p>Jeopardy Labs - <a href="http://jeopardylabs.com">jeopardylabs.com</a></p> <p>American Literature Books and Short Stories - <a href="http://www.americanliterature.com">www.americanliterature.com</a></p> <p>UPenn Writing Center - PoetryPoetry resources (audio, text, etc) -</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<a href="http://www.writing.upenn.edu/~afilreis/88/home.html">www.writing.upenn.edu/~afilreis/88/home.html</a> Vocabulary - vocab lists, puzzles, some quizzes - <a href="http://myvocabulary.com">myvocabulary.com</a>		
<b>Mathematics</b>	<p>Summit uses a variety of online curricular resources in all subjects.</p> <p>Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below:</p> <p>The Summit Learning Platform -  <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p> <p>Khan Academy math videos and exercises -  <a href="http://www.khanacademy.org">www.khanacademy.org</a></p> <p>Virtual Nerd - <a href="http://www.virtualnerd.com">www.virtualnerd.com</a></p> <p>HippoCampus -  <a href="http://www.hippocampus.org/HippoCampus/">www.hippocampus.org/HippoCampus/</a></p> <p>Brightstorm Big Textbook Bank -  <a href="http://www.brightstorm.com/textbook/">www.brightstorm.com/textbook/</a></p> <p>Dan Meyer Three Act Tasks</p> <p>Kuta Software customizable worksheets -  <a href="http://www.kutasoftware.com">www.kutasoftware.com</a></p> <p><a href="http://www.screencast.com/users/Ms.Roshan">www.screencast.com/users/Ms.Roshan</a>  <a href="http://www.stupidcalculations.com">www.stupidcalculations.com</a>            Rossman/Chance Applets -  <a href="http://www.rossmanchance.com/applets/">www.rossmanchance.com/applets/</a></p> <p>PBS.org - Online videos and curricular resources -  <a href="http://www.pbs.org/teachers/classroom/9-12/">www.pbs.org/teachers/classroom/9-12/</a></p> <p>Manga High math games - <a href="http://www.mangahigh.com">www.mangahigh.com</a></p> <p>WTAMU Math Lab website tutorials -  <a href="http://www.wtamu.edu/academic/anns/mps/math/mathlab/">www.wtamu.edu/academic/anns/mps/math/mathlab/</a></p> <p>CK-12 online textbook(s) - <a href="http://www.ck12.org/teacher/">www.ck12.org/teacher/</a></p> <p>NrichBank's Secondary Curriculum -  <a href="http://nrich.maths.org/8517">nrich.maths.org/8517</a></p> <p>NrichBank's Post-16 Curriculum -  <a href="http://nrich.maths.org/9088">nrich.maths.org/9088</a></p> <p>Purple Math online textbook - <a href="http://www.purplemath.com">www.purplemath.com</a></p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Regents Prep test prep / online textbook - <a href="http://regentsprep.org">regentsprep.org</a></p> <p>Math Is Fun online textbook w/ practice problems - <a href="http://www.mathisfun.com">www.mathisfun.com</a></p> <p>National Library of Virtual Manipulatives - <a href="http://nlvm.usu.edu/en/nav/vlibrary.html">nlvm.usu.edu/en/nav/vlibrary.html</a></p> <p>Illustrative Mathematics Bank of good problems - <a href="http://www.illustrativemathematics.org">www.illustrativemathematics.org</a></p> <p>illustrations that tutorguy Videos - <a href="http://www.thattutorguy.com/free-sample-videos/">www.thattutorguy.com/free-sample-videos/</a></p> <p>Mathematics Vision Project - <a href="http://www.mathematicsvisionproject.org">www.mathematicsvisionproject.org</a></p> <p>Gooru - <a href="http://www.gooru.org">www.gooru.org</a></p> <p>Math Goodies - <a href="http://www.mathgoodies.com/standards/alignments/grade7.html">www.mathgoodies.com/standards/alignments/grade7.html</a></p> <p>Quantitative Methods in Social Sciences websites - <a href="http://ccnmtl.columbia.edu/projects/qmss/home.html">ccnmtl.columbia.edu/projects/qmss/home.html</a></p> <p>Steve Mays videos - <a href="http://www.youtube.com/user/maysterchief?feature=watch">www.youtube.com/user/maysterchief?feature=watch</a></p> <p>Hadoman Pursues EdD/videos - <a href="http://education-portal.com/academy/subject/mathematics.html">education-portal.com/academy/subject/mathematics.html</a></p> <p>IXL - <a href="http://www.ixl.com">www.ixl.com</a></p> <p>Interactive Mathematics textbook and practice problems - <a href="http://www.intmath.com">www.intmath.com</a></p> <p>Kendall Hunt High School Mathematics Resources curriculum materials (worksheets, lesson plans, etc.)</p> <p>Illustrations NCTM Interactives, Lessons, and Weblinks - <a href="http://illuminations.nctm.org">illuminations.nctm.org</a></p> <p>The Radix Endeavor Games created by MIT - <a href="http://www.radixendeavor.org">www.radixendeavor.org</a></p> <p>Ten Marks Math Problems, Videos, and assessments - <a href="http://www.tenmarks.com">www.tenmarks.com</a></p> <p>Kendall Hunt HS Math Resources - <a href="http://math.kendallhunt.com/x19356.html">math.kendallhunt.com/x19356.html</a></p> <p>Learn zillion short lessons - <a href="http://learnzillion.com">learnzillion.com</a></p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Wolfram Problem Generator - www.wolframalpha.com/problem-generator/</p> <p>Mathalicious Lessons aligned with Common Core - www.mathalicious.com/lessons/</p> <p>Balanced Assessment Tasks - balancedassessment.concord.org</p> <p>Mathematics Assessment Project - map.mathshell.org/materials/index.php</p> <p>PhET Interactive Simulations - phet.colorado.edu</p> <p>Wolfram Educational Portal - education.wolfram.com</p>		
<b>Science</b>	<p>Summit uses a variety of online curricular resources in all subjects.</p> <p>Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below:</p> <p>The Summit Learning Platform - http://info.summitlearning.org/ Practical Work for Learning (Nuffield Foundation) Ben Canning (teacher connected with SPS) Neo K12 Crash Course Bozeman Science Brain Genie Brightstorm CK12 Ted-Ed ChemThinkLearn Genetics DNA from the Beginning AAAS Education Portal: Science Science Case Studies Database DNA learning center HHMI - Biointeractive MESA Understanding Evolution Gooru Pearson (Biology) The Radix Endeavor PhET</p>	Yes	0.0
<b>History-Social Science</b>	Summit uses a variety of online curricular resources in all subjects.	Yes	0.0



Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of</p> <p>the major online curricular resources supporting our academic program are listed below: The Summit Learning Platform - <a href="http://www.summitlearning.org/">http://www.summitlearning.org/</a></p> <p>Facing History Units and Resource Bank Stanford History Education Group Assessments and Resources PBS.org Crash Course by John Greene - YouTube Eyewitness to History - <a href="http://www.eyewitnesstohistory.com">http://www.eyewitnesstohistory.com</a> Gooru Big History Smart History Scholastic</p>		
<b>Visual and Performing Arts</b>	<p>Summit has an Expeditions program where all students will fulfill their Visual Performing Arts requirements.</p> <p>These courses have all of the necessary equipment and materials necessary for students to be successful.</p>	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Summit Public School Denali is located at 539 E Weddell Drive in Sunnyvale in a newly renovated, privately leased building. As a newly renovated building Denali is in compliance with all fire, safety, and seismic codes (including fire sprinklers). The building is a single-story, open-concept floor plan, with a variety of student and faculty work spaces and offices. Additionally, there are two portable classrooms adjacent to the main building. These are also fully compliant with all safety codes. In 2018, a second campus site was added, at 195 Leota, also in Sunnyvale. This site is equipped for 300 students and was designed to be equal in amenities to the Weddell location.

The school is equipped with a robust wireless Internet network that supports all students and staff in a 1:1 laptop environment. Both buildings are equipped with a burglar alarm system.

The facilities are open, bright, and colorful, making for an innovative-feeling learning environment. Summit Denali contracts directly for custodial services and the facilities are cleaned on a daily basis.

**School Facility Good Repair Status (Most Recent Year)**

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: October 2018	
Overall Rating	Good

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	73.0	46.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	65.0	68.0	45.0	52.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	280	99.29	73.02
Male	161	159	98.76	69.62
Female	121	121	100.00	77.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	55	100.00	87.27
Filipino	--	--	--	--
Hispanic or Latino	79	79	100.00	43.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	85	98.84	90.48
Two or More Races	45	45	100.00	81.82
Socioeconomically Disadvantaged	74	73	98.65	36.62
English Learners	54	54	100.00	38.89
Students with Disabilities	34	33	97.06	32.26

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	280	99.29	67.5
Male	161	159	98.76	66.67
Female	121	121	100	68.6
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	55	100	87.27
Filipino	--	--	--	--
Hispanic or Latino	79	79	100	30.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	85	98.84	82.35
Two or More Races	45	44	97.78	84.09
Socioeconomically Disadvantaged	74	73	98.65	30.14
English Learners	54	54	100	42.59
Students with Disabilities	34	33	97.06	24.24

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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	39.6
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

Summit Denali recognizes that students learn best when parents are involved in their learning and their learning community. Almost all current research indicates that parental involvement is among the most important ingredients to student success. Accordingly, Summit Denali actively reaches out to parent to encourage them to be involved in the school in many ways. The mission of the Denali Parent Organization is to be a inclusive, effective, and self-sustaining team that supports the mission of the school. The Denali Parent Organization is set up around a team structure, with a core team of volunteers coordinating the work. The parent organization is responsible for coordinating volunteer event and activities. Some examples of volunteer opportunities include:

- driving, chaperoning, or helping to plan the school camping trip
- helping to serve lunch and supervise during recess and lunch
- doing data entry, mailings, translation, and other community outreach
- assisting with open houses and other recruiting events
- assisting with school clubs and sports

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate				40.5	36.1	27.1	10.7	9.7	9.1
Graduation Rate				21.2	19.4	45.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	3.6	3.4	4.3	3.7	3.1	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.3	0.2	0.2	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

It is the policy of Summit Public Schools to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students.

School Safety plans are located in the front office of the middle school and high school campuses, and include procedures for fire drills, earthquake drills, shelter-in-place drills, chemical release incidents, and intruder incidents, including appropriate evacuation drills. The safety plan is reviewed and updated each August, and faculty receive training in August, and ongoing as needed. Drills are conducted regularly with students and faculty.

## 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.

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>6</b>	51			8	29		15	1	17	14		7

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

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

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	37.0		4	2	25.0	2	10		26.0	2	12	2
<b>Mathematics</b>	28.0		8		25.0	2	10		26.0	2	15	
<b>Science</b>	28.0		8		25.0	2	10		26.0	3	11	2
<b>Social Science</b>	37.0		4	2	25.0	2	10		26.0	1	14	1

Note: 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 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.05	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,363	\$735	\$9,628	\$56,352
District	N/A	N/A	\$9,628	\$56,352
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

At Summit Denali, we have many different types of programs and services available at the school that support and assist students. Those are:

Office Hours - after school, there are about 6 hours per week where students can come get support from their teachers and peers outside of the regular school day. During these office hours, teachers are available to support students in their learning of content, practice on skills they haven't mastered yet, or to get work done in a quiet and safe place.

Summit Reads - during the school day, we also offer times where students can get support in their reading. There is a dedicated time every day when students are required to read, and we use data to decide what level of support students need in their reading. Students who are reading at grade level are simply required to read for that time. Students reading below grade level use a reading remediation program to support them in actually learning the skills necessary to get back to grade level. And students who are far below grade level in their reading have small, teacher-driven reading remediation to learn remedial reading skills.

Summit Solves - similarly to Summit Reads, during the school day, we offer times where students can get support in their numeracy. This is a dedicated time every day when students are required to work on math, and we use data to decide what level of support students need in their numeracy. Students who are at grade level with their numeracy are simply required to do math problems at their grade level for this time. Students who are below grade level are doing math at their math level, and students who are far below grade level have small, teacher-driven numeracy remediation to learn remedial mathematics skills.

Peer tutoring - during the day, as well as after school, we also have times where students support other students academically. The peer tutoring club is something driven by students, and is used by students to get help on content or skills for their courses.

Lexia - is a program we use to support students in their reading. It is a program designed to teach students how to improve in their reading, with exercises and tests that have proven growth in comprehension, scanning, and reading speed.

ST Math - is a program we use to support students in their math. It is a program designed to teach students how to improve in their foundational math skills, with exercises and tests that have proven growth in problem solving and computational fluency.

Mentor Check ins - every student, every week, has an extended check in with their mentor. During this check in, mentors use this as an opportunity to support students in goal-setting, making plans, advocating for them, and how to improve their learning habits. This is a structured time where mentors can get at the root causes of why students need support.

Data - we also have a dedicated time for teachers to look at achievement data and meet in teams to dissect and make plans for students who need support. Every week, there is a time for data to be looked at to help students make plans, identify students who need more targeted support, and to see which students need to be more challenged.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

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

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 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Summit Denali believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, Summit Denali invested heavily in professional development for our staff. Annually, teachers engage in approximately 38 days of professional development designed and led by the staff. This PD happens during the regular school year while the students are engaged in their elective courses, during teacher release days where students are not in session but teachers come for PD or during additional prep time provided in the teacher schedule. In addition, all teachers are invited and encouraged to participate in paid summer professional development led by Summit faculty.

Teachers have time in their schedule to plan individually or to work with other team members for collaborative planning. Each week approximately 2 hours is allotted for staff meeting time; this is broken down into full faculty planning for common goals and developing solutions to school-wide concerns, and also grade level team or department team work focused on collaboration. Across the network of Summit Public Schools, faculties engage in professional development using video conferencing technology.