

# Summit Public School: Denali

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<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>	Laura Zado
<b>Email Address</b>	lzado@summitps.org
<b>School Website</b>	<a href="https://summitps.org/our-schools/summit-denali-sunnyvale/">https://summitps.org/our-schools/summit-denali-sunnyvale/</a>
<b>County-District-School (CDS) Code</b>	43104390128090

## 2022-23 District Contact Information

<b>District Name</b>	Summit Public School: Denali
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Mary Ann Dewan
<b>Email Address</b>	MaryAnn_Dewan@sccoe.org
<b>District Website Address</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>

## 2022-23 School Overview

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 now serves 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

## 2022-23 School Overview

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, model perseverance, and develop 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	104
Grade 7	86
Grade 8	99
Grade 9	100
Grade 10	104
Grade 11	99
Grade 12	85
<b>Total Enrollment</b>	<b>677</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8
Male	58.3
American Indian or Alaska Native	0.1
Asian	22.3
Black or African American	1.0
Filipino	4.0
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.5
White	25.1
English Learners	8.6
Foster Youth	0.0
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	25.6
Students with Disabilities	14.6

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	51.85	375.30	58.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	48.80	7.56	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	11.50	28.40	101.70	15.76	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.50	18.52	47.10	7.30	12115.80	4.41
<b>Unknown</b>	0.50	1.23	72.50	11.24	18854.30	6.86
<b>Total Teaching Positions</b>	40.50	100.00	645.50	100.00	274759.10	100.00

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	
Misassignments	8.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>11.50</b>	

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## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	7.50	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>7.50</b>	

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	26.80	

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

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

Summit's core instructional materials come from the Summit Learning Platform, which includes curriculum that is updated annually with minor improvements throughout the year. The curriculum is aligned to state standards and based on the latest learning science research.

<b>Year and month in which the data were collected</b>	October 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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/convention">grammar/convention</a> resources - <a href="http://grammar.quickanddirtytips.com">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> <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/Classes/686/sound%20devices%20foundation%20lesson.pdf">www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf</a> English Club Grammar Terms - <a href="http://www.englishclub.com/grammar/terms.htm">www.englishclub.com/grammar/terms.htm</a></p>	Yes	0.0

	<p>Super Teacher Tools General ELA - <a href="http://www.superteachertools.com">www.superteachertools.com</a></p> <p>Wise Geek Literary Terms - <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="https://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) - <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></p>		
<p><b>Mathematics</b></p>	<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>Yes</p>	<p>0.0</p>



Kuta Software customizable worksheets - [www.kutasoftware.com](http://www.kutasoftware.com)

[www.screencast.com/users/Ms.Roshan](http://www.screencast.com/users/Ms.Roshan)  
[www.stupidcalculations.com](http://www.stupidcalculations.com)  
 Rossman/Chance Applets - [www.rossmanchance.com/applets/](http://www.rossmanchance.com/applets/)

PBS.org - Online videos and curricular resources - [www.pbs.org/teachers/classroom/9-12/](http://www.pbs.org/teachers/classroom/9-12/)

Manga High math games - [www.mangahigh.com](http://www.mangahigh.com)

WTAMU Math Lab website tutorials - [www.wtamu.edu/academic/anns/mps/math/mathlab/](http://www.wtamu.edu/academic/anns/mps/math/mathlab/)

CK-12 online textbook(s) - [www.ck12.org/teacher/](http://www.ck12.org/teacher/)

NrichBank's Secondary Curriculum - [nrich.maths.org/8517](http://nrich.maths.org/8517)

NrichBank's Post-16 Curriculum - [nrich.maths.org/9088](http://nrich.maths.org/9088)

Purple Math online textbook - [www.purplemath.com](http://www.purplemath.com)

Regents Prep test prep / online textbook - [regentsprep.org](http://regentsprep.org)

Math Is Fun online textbook w/ practice problems - [www.mathisfun.com](http://www.mathisfun.com)

National Library of Virtual Manipulatives - [nlvm.usu.edu/en/nav/vlibrary.html](http://nlvm.usu.edu/en/nav/vlibrary.html)

Illustrative Mathematics Bank of good problems - [www.illustrativemathematics.org](http://www.illustrativemathematics.org)

illustrations that tutorguy Videos - [www.thattutorguy.com/free-sample-videos/](http://www.thattutorguy.com/free-sample-videos/)

Mathematics Vision Project - [www.mathematicsvisionproject.org](http://www.mathematicsvisionproject.org)

Gooru - [www.gooru.org](http://www.gooru.org)

Math Goodies - [www.mathgoodies.com/standards/alignments/grade7.html](http://www.mathgoodies.com/standards/alignments/grade7.html)

Quantitative Methods in Social Sciences websites - [ccnmtl.columbia.edu/projects/qmss/home.html](http://ccnmtl.columbia.edu/projects/qmss/home.html)

Steve Mays videos - [www.youtube.com/user/maysterchief?feature=watch](http://www.youtube.com/user/maysterchief?feature=watch)

Hadoman Pursues EdD/videos - [education-portal.com/academy/subject/mathematics.html](http://education-portal.com/academy/subject/mathematics.html)

IXL - [www.ixl.com](http://www.ixl.com)

Interactive Mathematics textbook and practice problems - [www.intmath.com](http://www.intmath.com)

Kendall Hunt High School Mathematics Resources curriculum materials (worksheets, lesson plans, etc.)

	<p>Illuminations 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> <p>Wolfram Problem Generator - <a href="http://www.wolframalpha.com/problem-generator/">www.wolframalpha.com/problem-generator/</a></p> <p>Mathalicious Lessons aligned with Common Core - <a href="http://www.mathalicious.com/lessons/">www.mathalicious.com/lessons/</a></p> <p>Balanced Assessment Tasks - <a href="http://balancedassessment.concord.org">balancedassessment.concord.org</a></p> <p>Mathematics Assessment Project - <a href="http://map.mathshell.org/materials/index.php">map.mathshell.org/materials/index.php</a></p> <p>PhET Interactive Simulations - <a href="http://phet.colorado.edu">phet.colorado.edu</a></p> <p>Wolfram Educational Portal - <a href="http://education.wolfram.com">education.wolfram.com</a></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 - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p> <p>Practical Work for Learning (Nuffield Foundation)</p> <p>Ben Canning (teacher connected with SPS)</p> <p>Neo K12</p> <p>Crash Course</p> <p>Bozeman Science</p> <p>Brain Genie</p> <p>Brightstorm</p> <p>CK12</p> <p>Ted-Ed</p> <p>ChemThinkLearn</p> <p>Genetics</p> <p>DNA from the Beginning</p> <p>AAAS</p> <p>Education Portal: Science</p> <p>Science Case Studies Database</p> <p>DNA learning center</p> <p>HHMI - Biointeractive</p> <p>MESA</p> <p>Understanding Evolution</p> <p>Gooru</p> <p>Pearson (Biology)</p>	Yes	0.0

	The Radix Endeavor PhET		
<b>History-Social Science</b>	<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</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>	Yes	0.0
<b>Foreign Language</b>	<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:</p> <p>Rosetta Stone</p> <p>Quia</p> <p>FluentU</p> <p>Kaplan Spanish</p> <p>StudySpanish.com</p> <p>La lista de vocabulario</p> <p>Guía de estudio</p>	Yes	0.0
<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

Summit Denali Middle School is located at 539 E Weddell Drive in Sunnyvale in a recently renovated (2016), privately leased building. As a recently renovated building, Denali MS is in compliance with all fire life 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.

The school is equipped with an intrusion alarm, fire alarm system, and a robust wireless Internet network that supports all students and staff in a 1:1 laptop environment.

The facilities are open, bright, and colorful, making for an innovative-feeling learning environment. In 2021, Summit removed the two outdoor portables and completed a fenced outdoor play area. Summit Public Schools is responsible for all major maintenance and code compliance of the facilities. The facilities are well maintained and in good condition and adequate for the delivery of the SPS instructional program. Summit Denali MS contracts directly for custodial services and the facilities are cleaned on a daily basis.

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Summit Denali High School is located at 824 San Aleso Avenue in Sunnyvale in a newly renovated industrial building. Construction was completed in August of 2020 and occupied when COVID protocols allowed in April 2021. As a newly constructed building, it passed all municipal, county healthy department, and state requirements to operate as a public school and was issued a final certificate of occupancy in September 2020.

In conjunction with the school building, Summit also constructed a multi-level parking lift/garage to meet parking requirements mandated by the Conditional Use Permit. The school is equipped with an intrusion alarm, fire alarm system, LCD Projectors, an open learning area with retractable bleachers, servery, staff lounge, conference rooms, restrooms, and a robust wireless internet network that supports all students and staff in a 1:1 laptop environment.

Summit Public Schools is responsible for all major maintenance and code compliance of the facilities. The facilities are well maintained and in new condition and adequate for the delivery of the SPS instructional program. Summit Denali HS contracts directly for custodial services and the facilities are cleaned on a daily basis.

**Year and month of the most recent FIT report**

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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**

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	70	N/A	50	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	56	N/A	43	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	382	370	96.86	3.14	70.27
<b>Female</b>	161	156	96.89	3.11	72.44
<b>Male</b>	218	211	96.79	3.21	68.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	87	87	100.00	0.00	82.76
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	75.00
<b>Hispanic or Latino</b>	128	126	98.44	1.56	55.56
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	58	54	93.10	6.90	75.93
<b>White</b>	91	87	95.60	4.40	75.86
<b>English Learners</b>	20	20	100.00	0.00	20.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	96	94	97.92	2.08	54.26
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	50	92.59	7.41	36.00



## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	382	372	97.38	2.62	55.65
<b>Female</b>	161	158	98.14	1.86	52.53
<b>Male</b>	218	211	96.79	3.21	57.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	87	87	100.00	0.00	75.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	66.67
<b>Hispanic or Latino</b>	128	125	97.66	2.34	33.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	58	56	96.55	3.45	66.07
<b>White</b>	91	88	96.70	3.30	60.23
<b>English Learners</b>	20	20	100.00	0.00	10.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	96	93	96.88	3.12	33.33
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	54	50	92.59	7.41	24.00

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	57.06	--	2.56	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	184	177	96.2	3.8	57.06
<b>Female</b>	79	75	94.94	5.06	52
<b>Male</b>	102	99	97.06	2.94	60.61
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	43	43	100	0	76.74
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	56	55	98.21	1.79	34.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	34	32	94.12	5.88	62.5
<b>White</b>	46	43	93.48	6.52	65.12
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	51	49	96.08	3.92	24.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	26	96.3	3.7	30.77

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	98%	98%	99%	99%
Grade 9	84%	84%	84%	84%	84%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

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.

## 2022-23 Opportunities for Parental Involvement

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 an 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 community day
- 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

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		7.9	8.6		17.9	14.6		8.9	7.8
<b>Graduation Rate</b>		91.1	86		58.9	59		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	93	80	86.0
Female	30	27	90.0
Male	62	52	83.9
American Indian or Alaska Native	0	0	0.0
Asian	24	24	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	19	16	84.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	15	13	86.7
White	32	24	75.0
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	30	28	93.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	21	13	61.9

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	699	681	164	24.1
Female	285	279	73	26.2
Male	408	396	90	22.7
American Indian or Alaska Native	1	1	0	0.0
Asian	158	151	18	11.9
Black or African American	8	7	3	42.9
Filipino	27	27	2	7.4
Hispanic or Latino	233	229	70	30.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	79	77	15	19.5
White	175	171	55	32.2
English Learners	67	65	23	35.4
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	191	185	56	30.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	110	34	30.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.64	1.28	2.45
Expulsions	0.00	0.01	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.86	0.05	0.94	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0.00
Female	0.00	0.00
Male	1.47	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.27	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.27	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.71	0.00

## 2022-23 School Safety Plan

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 Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	12	24	3	

### 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	18	12	4	

### 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	26		16	



## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	13	
Mathematics	25	14	7	4
Science	22	13	11	
Social Science	22	12	12	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	16	
Mathematics	23	9	15	
Science	23	9	15	
Social Science	24	7	17	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	18	
Mathematics	23	9	9	2
Science	24	7	17	
Social Science	24	9	20	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,137	\$2,588	\$12,550	\$72,637
District	N/A	N/A	\$12,550	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	62.2	

## 2021-22 Types of Services Funded

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** - This 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.

**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.

## 2020-21 Teacher and Administrative Salaries

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

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

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	47.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	1
Mathematics	4
Science	4
Social Science	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	25

## Professional Development

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 40 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.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	45	45	40