

Summit Public School: Tahoma

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Summit Public School: Tahoma
Street	285 Blossom Hill Rd
City, State, Zip	San Jose, CA 95123-2048
Phone Number	408-729-1981
Principal	Jonathan Stewart
Email Address	jstewart@summitps.org
School Website	https://summitps.org/our-schools/summit-tahoma-san-jose/
County-District-School (CDS) Code	43104390123794

2023-24 District Contact Information

District Name	Summit Public School: Tahoma
Phone Number	(408) 453-6500
Superintendent	Mary Ann Dewan
Email Address	mdewan@sccoe.org
District Website	http://www.sccoe.org

2023-24 School Description and Mission Statement

Summit Public School: Tahoma is a public charter high school authorized by the Santa Clara County Office of Education. Tahoma welcomed its first freshman class in 2011 and now serves grades 9-12.

OUR MISSION

To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life.

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.

2023-24 School Description and Mission Statement

Mentors also serve as college counselors, coaches and family liaisons, ensuring their mentees are excelling inside and outside of the classroom every day

Self Directed 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.

Support Block: Every students is engaged in the appropriate level of support based on their goals and progress towards graduation requirements. During this tiered intervention time students receive small group support, services aligned to IEP goals, Multilingual support and content specific tutoring.

MentorTime: 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	75
Grade 10	75
Grade 11	81
Grade 12	83
Total Enrollment	314

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	52.9%
Asian	13.7%
Black or African American	3.2%
Filipino	1.6%
Hispanic or Latino	41.4%
Two or More Races	10.8%
White	26.4%
English Learners	9.9%
Foster Youth	0.3%
Migrant	0.6%
Socioeconomically Disadvantaged	25.2%
Students with Disabilities	18.5%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	61.80	375.30	58.14	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.64	48.80	7.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	16.37	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	18.19	47.10	7.30	12115.80	4.41
Unknown	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	27.40	100.00	645.50	100.00	274759.10	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	81.93	367.00	57.38	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.98	61.90	9.68	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	5.67	133.40	20.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	8.40	32.70	5.11	11953.10	4.28
Unknown	0.50	1.98	44.50	6.97	15831.90	5.67
Total Teaching Positions	25.20	100.00	639.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.60
Misassignments	4.50	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	5.00	2.10
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	5.00	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.4	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	19.1	1.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 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."

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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:</p> <p>The Summit Learning Platform - http://www.summitlearning.org/</p> <p>IXL - https://www.ixl.com/</p> <p>Newsela - differentiated articles based on lexile level - https://newsela.com/</p> <p>No Red Ink - Grammar and process writing support - https://www.noredink.com/</p> <p>PBS.org - https://ca.pbslearningmedia.org/</p> <p>BrainPOP - https://www.brainpop.com/</p> <p>SAS Curriculum PathwaysOnline - https://www.curriculumpathways.com/portal/</p> <p>Purdue OWL Writing Exercises Online - grammar/conventions resources - https://owl.purdue.edu/owl_exercises/index.html</p> <p>Poetry Foundation - Poetry terms and poems - https://www.poetryfoundation.org/learn/glossary-terms</p> <p>Grammar Girl Online - grammar/convention resources - https://www.quickanddirtytips.com/grammar-girl/</p> <p>CNN/CBS Story Archive - Reading comprehension - http://literacynet.org/cnnsf/archives.html</p> <p>Poetry Out Loud - Poetry terms and poems - https://www.poetryoutloud.org/poetic-terms/</p> <p>My English Teacher Grammar - http://www.myenglishteacher.net/</p> <p>Open Yale Courses - College lecture on poetic meter - https://oyc.yale.edu/english/engl-310/lecture-3</p> <p>EReadingWorksheets General ELA - https://www.ereadingworksheets.com/</p> <p>Time4WritingGrammar - https://www.time4writing.com/</p> <p>Research - http://www.libraryspot.com/</p> <p>Literary Glossary Literary Terms - https://www.shmoop.com/literature-glossary/</p> <p>Writing Commons - Rhetoric - https://writingcommons.org/</p> <p>Grammar Terms - https://www.englishclub.com/grammar/terms.htm</p> <p>Super Teacher Tools General ELA -</p>	Yes	0.0
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	<p>https://www.superteachertools.us/</p> <p>Wise Geek Literary Terms - https://www.wise-geek.com/what-is-consonance.htm</p> <p>Bright Hub Education Literary Terms - https://www.brighthubeducation.com/</p> <p>Shakespeare Glossary Literary Glossary - https://www.shakespeareswords.com/</p> <p>No Fear Shakespeare Shakespeare - https://www.sparknotes.com/shakespeare/</p> <p>Teacher Google site Literary Terms - https://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition</p> <p>Grammar Bytes - www.chompchomp.com</p> <p>Folger Shakespeare Library Shakespeare/Drama - https://www.folger.edu/teach-learn</p> <p>Guide to Grammar & Writing - http://guidetogrammar.org/grammar/index.htm</p> <p>Jeopardy Labs - https://jeopardylabs.com/</p> <p>American Literature Books and Short Stories - https://americanliterature.com/</p> <p>UPenn Writing Center - PoetryPoetry resources (audio, text, etc) - http://www.writing.upenn.edu/~afilreis/88/home.html</p> <p>Vocabulary - vocab lists, puzzles, some quizzes - https://myvocabulary.com/</p>		
Mathematics	<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>The Summit Learning Platform - https://www.summitlearning.org/</p> <p>ST Math - https://www.stmath.com/</p> <p>Khan Academy math videos and exercises - https://www.khanacademy.org/</p> <p>Virtual Nerd - https://www.virtualnerd.com/</p> <p>HippoCampus - https://www.hippocampus.org/HippoCampus/</p> <p>Brightstorm Big Textbook Bank - https://www.brightstorm.com/textbook/</p> <p>Dan Meyer Three Act Tasks - https://whenmathhappens.com/3-act-math/</p> <p>Kuta Software customizable worksheets -</p>	Yes	0.0

<http://www.kutasoftware.com/>

Ms. Roshan's Library -

<https://www.screencast.com/users/Ms.Roshan>

Stupid Calculations - <http://www.stupidcalculations.com/>

Rossmann/Chance Applets -

<http://www.rossmanchance.com/applets/>

PBS.org - Online videos and curricular resources -

<https://ca.pbslearningmedia.org/>

Manga High math games - <https://www.mangahigh.com/en/>

WTAMU Math Lab website tutorials -

<https://www.wtamu.edu/academic/anns/mps/math/mathlab/>

CK-12 online textbook(s) - <https://www.ck12.org/teacher/>

NrichBank's Secondary Curriculum -

<https://nrich.maths.org/8517>

NrichBank's Post-16 Curriculum -

<https://nrich.maths.org/9088>

Purple Math online textbook - <https://www.purplemath.com/>

Regents Prep test prep / online textbook -

<https://www.regentsprep.org/>

Math Is Fun online textbook w/ practice problems -

<https://www.mathsisfun.com/>

National Library of Virtual Manipulatives -

<http://nlvm.usu.edu/en/nav/vlibrary.html>

Illustrative Mathematics Bank of good problems -

<https://illustrativemathematics.org/>

ThatTutorGuys Videos - <https://www.thattutorguy.com/free-videos>

Mathematics Vision Project -

<https://www.mathematicsvisionproject.org/>

Gooru - <https://gooru.org/about/>

Math Goodies - <https://www.mathgoodies.com/>

Quantitative Methods in Social Sciences websites -

<https://ccnmtl.columbia.edu/projects/qmss/home.html>

Steve Mays videos -

<https://www.youtube.com/user/maysterchief?feature=watch>

IXL - <https://www.ixl.com/>

Interactive Mathematics textbook and practice problems -

<https://www.intmath.com/>

Illuminations NCTM Interactives, Lessons, and Weblinks -

	https://illuminations.nctm.org/ The Radix Endeavor Games created by MIT - https://www.radixendeavor.org/ Ten Marks Math Problems, Videos, and assessments - https://tenmarks.typepad.com/tenmarks/ Kendall Hunt HS Math Resources - https://k12.kendallhunt.com/program/discovering-geometry-fifth-edition Learnzillion short lessons - https://learnzillion.com/p/ Wolfram Problem Generator - https://www.wolframalpha.com/problem-generator/ Mathalicious Lessons aligned with Common Core - https://www.mathalicious.com/lessons/ Balanced Assessment Tasks - https://hgse.balancedassessment.org/ Mathematics Assessment Project - https://www.map.mathshell.org/index.php PhET Interactive Simulations - https://phet.colorado.edu/ Wolfram Educational Portal - https://www.wolfram.com/education/		
Science	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 - https://www.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	Yes	0.0

	<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> <p>The Radix Endeavor</p> <p>PhET</p>		
History-Social Science	<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>The Summit Learning Platform - https://www.summitlearning.org/</p> <p>Facing History Units and Resource Bank</p> <p>Stanford History Education Group Assessments and Resources</p> <p>PBS.org</p> <p>Crash Course by John Greene - YouTube Eyewitness to History - http://www.eyewitnesstohistory.com</p> <p>Gooru</p> <p>Big History</p> <p>Smart History</p> <p>Scholastic</p>	Yes	0.0
Foreign Language	<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>	Yes	0.0

	Kaplan Spanish StudySpanish.com La lista de vocabulario Guía de estudio		
Visual and Performing Arts	All Summit students take Visual Performing Arts classes through core programming that fulfill their Visual Performing Arts requirements. These courses have all of the necessary equipment and materials necessary for students to be successful.	Yes	0.0

School Facility Conditions and Planned Improvements

Summit Public School: Tahoma is located in a Prop 39 facility, provided by East Side Union School District. The school utilizes portables and limited shared facilities at the Oak Grove High School, located at 285 Blossom Hill Road, San Jose, CA 95123. The Summit-used facilities are equipped with wireless internet throughout. Limited outdoor seating is available, as well as an admin office and some outdoor parking.

Each classroom at Tahoma has a PA system that interacts with each classroom and the main office. Safety and other school wide announcements are made from this system

The facilities are well maintained and in good condition and adequate for the delivery of the instructional program. Tahoma contracts directly for custodial services and the facilities are cleaned on a daily basis.

Year and month of the most recent FIT report

September 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	65	50	47	47	46
Mathematics (grades 3-8 and 11)	41	46	43	43	33	34

2022-23 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
All Students	80	75	93.75	6.25	65.33
Female	46	42	91.30	8.70	64.29
Male	33	32	96.97	3.03	65.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	51.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	90.91
White	20	19	95.00	5.00	73.68
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	24	88.89	11.11	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	37.50

2022-23 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
All Students	80	74	92.50	7.50	45.95
Female	46	42	91.30	8.70	40.48
Male	33	31	93.94	6.06	54.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	20	19	95.00	5.00	63.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	24	88.89	11.11	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	25.00

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.69	47.37	2.56	10.00	29.47	30.29

2022-23 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
All Students	79	76	96.20	3.80	47.37
Female	28	27	96.43	3.57	51.85
Male	50	49	98.00	2.00	44.90
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	47.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	25.00

2022-23 Career Technical Education Programs

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	93.28

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	100%	26%	96%	19%	99%

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.

2023-24 Opportunities for Parental Involvement

Tahoma 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 the single most important ingredient to student success after socioeconomic status. Accordingly, Tahoma actively reaches out to parents to encourage them to be involved in the school in many ways. The Tahoma parent organization (PIVOT) is responsible for coordinating Tahoma volunteer needs and activities, and recording volunteer participation. The parent management team strives to match school needs with the interests and schedules of each family and values input from the entire Tahoma community. PIVOT is divided into 6 functional committees with Managers for each group, and leads for each subgroup. The committees are as follows: Fundraising, Communications, Events, Student Recruiting, and Facilities. Some examples of volunteer opportunities include:

Driving, chaperoning, or helping to plan the school community day

Helping to serve lunch

Doing data entry, mailings, translation, & other community outreach

Assisting with Open Houses & other recruiting events

Helping with the college process

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.1	2.5	1.2	12.3	14.6	12.3	9.4	7.8	8.2
Graduation Rate	95.8	95.1	94.1	61.4	59	62.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	85	80	94.1
Female	32	30	93.8
Male	51	48	94.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	12	12	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	21	91.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	35	33	94.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	15	93.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	336	323	98	30.3
Female	157	150	46	30.7
Male	175	169	50	29.6
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	0	0	0	0.0
Asian	45	45	9	20.0
Black or African American	11	10	1	10.0
Filipino	8	5	1	20.0
Hispanic or Latino	141	136	52	38.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	10	29.4
White	87	84	23	27.4
English Learners	31	31	10	32.3
Foster Youth	1	1	0	0.0
Homeless	2	0	0	0.0
Socioeconomically Disadvantaged	96	88	31	35.2
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	62	61	16	26.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.74	2.08	0.05	0.94	1.31	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.08	0
Female	1.27	0
Male	2.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.55	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	1.15	0
English Learners	3.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.08	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.84	0

2023-24 School Safety Plan

Tahoma has worked hard to ensure the School Safety Plan meets or exceeds safety standards. There is a designated team on site to review and monitor the safety plan periodically. The Plan includes but is not limited to Emergency Safety Drills, building inspections and safety training for staff members. All staff and students participate in training to ensure familiarity with emergency procedures. All staff members are certified in first aid and CPR.

The School also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. Tahoma follows standard health and safety practices as required by State and local law .

All visitors to the school are required to sign in and indicate the purpose of their visit. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

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	28		9	4
Mathematics	30	3	5	6
Science	29	1	12	3
Social Science	31	2	4	9

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	10	
Mathematics	20	13	4	
Science	25	5	10	
Social Science	24	8	10	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	24	2	0
Mathematics	19	14	2	0
Science	20	11	5	0
Social Science	20	14	2	0

2022-23 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

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$16,835	\$1,982	\$14,853	\$73,723
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	77.0	

Fiscal Year 2022-23 Types of Services Funded

Tahoma's parents fundraises each year between 3 and 5 % of total revenue. Each year, Tahoma determines which programs would best benefit from this funding and the overall funding from the state.

Additionally, Tahoma outsources to various parties for its Expeditions courses, operations and housekeeping (custodial services, facilities, and lunch), back office support (accounting, payroll), special education (testing, placements), athletics (coaching), and legal counsel.

We also have many different types of programs and services available at the school that support and assist students. Those are:

Office Hours - before or after school, there are about 5 hours 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 everyday 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 everyday 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 widely by students to get help on content or skills for their courses.

Reading Plus - 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	55.3
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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
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

Professional development starts with every Summit teacher an empowered, self-directed and continuous learner who is working to improve student outcomes every day. We know that providing students with high-quality, high-impact teachers is one of the most important factors in their success.

Every year, the faculty comes together to look at student achievement data as well as reflections from the previous year to determine the needs of the school and its students. From there, we decide what school goals most align to better support

Professional Development

teacher growth and student achievement. For example, these school goals include: creating and maintaining a college-bound culture, actively engaging students in learning, creating a sense of belonging and ownership, and making progress in our work daily. These goals then inform the work that we do as a faculty and the individual goals of each teacher.

Teachers professionally develop skills and knowledge focused on enabling high-impact activities with every student, every day. We do this through an innovative professional development program in which:

- Every teacher participates in 40 days of professional development each year.
- Every teacher has access to professional development experiences that are personalized to meet their needs, goal-driven, and supported by high-quality tools and resources. These experiences could be workshops, collaboration with colleagues, peer observations, support from external partners, and individual coaching from administration.
- Every teacher’s development is linked to student success.
- Every teacher has the opportunity to share best practices and collaborate with his or her peers to ensure we are always providing students with the highest quality education.

These professional development experiences must ensure that teachers are empowered to drive their own development, growth and improvement.

Tahoma believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence. Creating a professional Tahoma relies heavily on the professional development of our staff.

Every teacher has a two hour block of time every day to plan individually or to work with other department members for collaborative planning. Each week, approximately 4 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, and time for teams and individuals can work towards meeting goals set forth on their personal educator plans.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	45	40