

Summit Public School: Tamalpais

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: Tamalpais
Street	3020 Hilltop Mall Rd
City, State, Zip	Richmond, Ca, 94806-1920
Phone Number	510-374-4185
Principal	Jackie Wilson
Email Address	jwilson@summitps.org
School Website	https://summitps.org/our-schools/summit-tamalpais-richmond/
County-District-School (CDS) Code	07617960133637

2023-24 District Contact Information

District Name	Summit Public School Tamalpais
Phone Number	510-231-1101
Superintendent	Dr. Kenneth C. Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Summit Public School: Tamalpais, located in Richmond, is a public charter school authorized by the West Contra Costa Unified School District. Tamalpais welcomed its first class of 7th graders in August of 2016 and will continue to add one grade level per year until fully grown to grades 7-12.

Summit Public School: Tamalpais, located in Richmond, is a public charter school authorized by the West Contra Costa Unified School District. Tamalpais welcomed its first class of 7th graders in August of 2016 and now serves grades 7-12.

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

2023-24 School Description and Mission Statement

in rich and collaborative deeper learning projects and experiences facilitated by our outstanding teachers.

Mentor Time: Our students have mentors who individually support them through their goals. Students lead weekly 1:1 meetings with their mentor, where they review their Personalized Learning Plan, track their progress and reflect on their learning.

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

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 7	115
Grade 8	113
Grade 9	98
Grade 10	105
Grade 11	107
Grade 12	75
Total Enrollment	613

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9%
Male	50.6%
American Indian or Alaska Native	0.2%
Asian	7.3%
Black or African American	6.9%
Filipino	2.1%
Hispanic or Latino	76%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.1%
White	3.1%
English Learners	24.5%
Homeless	3.4%
Socioeconomically Disadvantaged	70.6%
Students with Disabilities	7.2%

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)	15.30	51.67	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.74	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	34.82	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.74	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	29.60	100.00	1403.90	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)	17.70	50.96	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	7.18	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.90	22.83	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	8.61	50.30	3.30	11953.10	4.28
Unknown	3.60	10.39	91.20	5.99	15831.90	5.67
Total Teaching Positions	34.80	100.00	1522.80	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	1.40
Misassignments	10.30	6.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	10.30	7.90

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	2.00	3.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	2.00	3.00

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)	32	16.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.1	12.1

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
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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 Tam is located at 3020 Hilltop Mall Road in San Pablo. The school site consists of a single two-story building, completed in 2016. Tam is one of two schools on the site, but the campuses are completed separate, save for a shared gymnasium and sports field.

The entire building is equipped for wireless internet. There is a separate student and teacher network. All teachers have school laptops, and all students have their own Chromebook.

The facilities used by Summit Public School: Tam are leased from the Chamberlin Family Foundation. As lessees of The Chamberlin Family Foundation, the foundation is responsible for major maintenance and code compliance of the facilities. The facilities are well maintained and in good condition and are adequate for the delivery of the SPS instructional program. Summit Public School: Tam contracts directly for custodial services and the facilities are cleaned on a daily basis.

Year and month of the most recent FIT report

July 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)	38	41	32	32	47	46
Mathematics (grades 3-8 and 11)	17	16	21	22	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	328	321	97.87	2.13	41.43
Female	163	159	97.55	2.45	45.28
Male	162	159	98.15	1.85	38.36
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	64.29
Black or African American	23	22	95.65	4.35	59.09
Filipino	--	--	--	--	--
Hispanic or Latino	255	249	97.65	2.35	36.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	91	95.79	4.21	9.89
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	244	239	97.95	2.05	37.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	5.56

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	330	323	97.88	2.12	16.10
Female	165	161	97.58	2.42	14.29
Male	162	159	98.15	1.85	18.24
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	46.43
Black or African American	23	22	95.65	4.35	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	257	251	97.67	2.33	12.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	93	95.88	4.12	1.08
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	246	241	97.97	2.03	14.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	0.00

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)	28.27	16.09	18.49	20.56	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	185	174	94.05	5.95	16.09
Female	100	94	94.00	6.00	13.83
Male	84	79	94.05	5.95	18.99
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	21.43
Black or African American	15	12	80.00	20.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	131	124	94.66	5.34	13.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	25.00
White	--	--	--	--	--
English Learners	41	39	95.12	4.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	133	122	91.73	8.27	17.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	0.00

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	91.21

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	92%	92%	92%	92%	90%

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

Summit 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, Tam actively reaches out to parents to encourage them to be involved in the school in many ways. The Tam Parent Organization (Called Parents of the Pack) is responsible for coordinating Summit Tamalpais 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 Summit community. The parents are divided into 5 functional committees with Managers for each group, and leads for each subgroup. The committees are as follows: Athletic Committee, Communications Committee, Events & Hospitality Committee, General Help, and Fundraising Committee.

Parents are encouraged to contribute 30 hours of volunteer time in the above categories, some examples being:

Helping on the school community day

Helping to serve lunch

Helping to do data entry, mailings, community outreach

Helping with Open Houses

Helping Career Day

Helping with athletics

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		1.1	6.3	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate		98.9	91.3	84.1	85.5	85	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	80	73	91.3
Female	44	42	95.5
Male	35	31	88.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	9	81.8
Filipino	--	--	--
Hispanic or Latino	50	46	92.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	18	15	83.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	64	59	92.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	627	182	29.0
Female	321	308	103	33.4
Male	324	316	79	25.0
Non-Binary	5	3	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	47	45	2	4.4
Black or African American	47	44	16	36.4
Filipino	13	13	0	0.0
Hispanic or Latino	496	478	147	30.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	19	19	7	36.8
White	19	19	6	31.6
English Learners	169	159	53	33.3
Foster Youth	0	0	0	0.0
Homeless	21	21	6	28.6
Socioeconomically Disadvantaged	480	465	149	32.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	48	18	37.5

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	0.50	4.00	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4	0
Female	1.56	0
Male	6.48	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8.51	0
Filipino	7.69	0
Hispanic or Latino	3.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.53	0
White	5.26	0
English Learners	5.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.45	0

2023-24 School Safety Plan

Tamalpais 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. Tamalpais 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	26	3	19	
Mathematics	26	2	18	
Science	26	2	18	
Social Science	26	2	18	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	6	20	
Mathematics	25	6	18	
Science	25	7	17	
Social Science	24	8	14	

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	21	41	19	0
Mathematics	25	4	16	0
Science	24	5	11	0
Social Science	25	5	19	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	1

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	\$16,333	\$3,531	\$12,802	\$81,511
District	N/A	N/A		\$77,994
Percent Difference - School Site and District	N/A	N/A		2.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	64.0	-4.6

Fiscal Year 2022-23 Types of Services Funded

At Summit Tamalpais, 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 week 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 week 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.

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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

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

47

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	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	4
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

Professional Development

Summit Public School: Tamalpais believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence. As a result, Summit Public School: Tamalpais invests heavily in professional development for our staff. Professional development starts with every Tam 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 works together to look at student achievement data and to reflect on the previous year to determine goals for the next school year. For example, recent 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, such as workshops, collaboration with colleagues, peer observation, support from external partners, and individual coaching from site 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. Every teacher has about one hour per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3 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 (PEPs).

Professional Development

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	45	40	40