Summit Preparatory Charter High

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Summit Preparatory Charter High
Street	890 Broadway
City, State, Zip	Redwood City, Ca, 94063-3105
Phone Number	650-556-1110
Principal	Alisa Gonzales
Email Address	agonzales@summitps.org
School Website	https://summitps.org/our-schools/summit-prep-redwood-city/
Grade Span	9-12
County-District-School (CDS) Code	41690620112722

2025-26 District Contact Information

District Name	Summit Preparatory Charter High School
Phone Number	(408) 453-6500
Superintendent	Crystal Leach
Email Address	cleach@seq.org
District Website	http://www.seq.org/

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

them avoid the academic and skill deficit that results from placement in a non-college prep, high school diploma program.

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

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

We focus on developing our students in the Four Elements of College and Career Readiness, as well as the core characteristics of respect, responsibility, courage, compassion, integrity and curiosity.

Our program consists of the following elements:

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

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

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.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	45
Grade 10	60
Grade 11	89
Grade 12	99
Total Enrollment	293

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.1
Non-Binary	0.7
Asian	3.4
Black or African American	1
Filipino	0.7
Hispanic or Latino	82.9
Two or More Races	2
White	7.8
English Learners	17.1
Homeless	0.7
Migrant	1
Socioeconomically Disadvantaged	74.7
Students with Disabilities	20.8

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.

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)	16.3	61.98	481.3	81.13	234405.2	84
Intern Credential Holders Properly Assigned	2	7.6	6.7	1.13	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.3	16.62	14.4	2.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	2.85	14.3	2.42	11953.1	4.28
Unknown/Incomplete/NA	2.8	10.91	76.4	12.88	15831.9	5.67
Total Teaching Positions	26.3	100	593.2	100	279044.8	100

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.

2022-23 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)	10.5	61.76	497.2	85.73	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.9	0.67	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	11.76	21.2	3.67	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.5	20.59	12	2.07	11746.9	4.23
Unknown/Incomplete/NA	1	5.88	45.5	7.86	14303.8	5.15
Total Teaching Positions	17	100	580	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	13.5	76.27	477.3	84.98	230039.4	100
Intern Credential Holders Properly Assigned	1	5.65	12.1	2.16	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.65	19.9	3.55	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	12.43	12.5	2.24	12112.8	4.34
Unknown/Incomplete/NA	0	0	39.6	7.06	13705.8	4.91
Total Teaching Positions	17.7	100	561.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.10	2	0
Misassignments	2.20	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.30	2	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.70	3.5	2.2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.70	3.5	2.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.1	13.1	10.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.3	17.2	10

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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: Primary: Updated 2025 and adopted - All courses available on Canvas - https://summitps.instructure.com/ Resources below - Secondary: Refreshed and adopted 2025 IXL - https://www.ixl.com/ Newsela - differentiated articles based on lexile level - https://newsela.com/ No Red Ink - Grammar and process writing support - https://www.noredink.com/ PBS.org - https://ca.pbslearningmedia.org/ BrainPOP - https://www.brainpop.com/ SAS Curriculum PathwaysOnline - https://www.curriculumpathways.com/portal/ Purdue OWL Writing Exercises Online - grammar/conventions resources - https://owl.purdue.edu/owl_exercises/index.html Poetry Foundation - Poetry terms and poems - https://www.poetryfoundation.org/learn/glossary-terms Grammar Girl Online - grammar/convention resources -	0.0

https://www.quickanddirtytips.com/grammar-girl/

CNN/CBS Story Archive - Reading comprehension - http://literacynet.org/cnnsf/archives.html

Poetry Out Loud - Poetry terms and poems - https://www.poetryoutloud.org/poetic-terms/

My English Teacher Grammar - http://www.myenglishteacher.net/

Open Yale Courses - College lecture on poetic meter - https://oyc.yale.edu/english/engl-310/lecture-3

EReadingWorksheets General ELA - https://www.ereadingworksheets.com/

Time4WritingGrammar - https://www.time4writing.com/

Research - http://www.libraryspot.com/

Literary Glossary Literary Terms - https://www.shmoop.com/literature-glossary/

Writing Commons - Rhetoric - https://writingcommons.org/

Grammar Terms - https://www.englishclub.com/grammar/terms.htm

Super Teacher Tools General ELA - https://www.superteachertools.us/

Wise Geek Literary T erms - https://www.wise-geek.com/what-is-consonance.htm

Bright Hub Education Literary Terms - https://www.brighthubeducation.com/

Shakespeare Glossary Literary Glossary - https://www.shakespeareswords.com/

No Fear Shakespeare Shakespeare - https://www.sparknotes.com/shakespeare/

Teacher Google site Literary Terms - https://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition

Grammar Bytes - www.chompchomp.com

Folger Shakespeare Library Shakespeare/Drama - https://www.folger.edu/teach-learn

Guide to Grammar & Writing - http://guidetogrammar.org/grammar/index.htm

Jeopardy Labs - https://jeopardylabs.com/

American Literature Books and Short Stories - https://americanliterature.com/

UPenn Writing Center - PoetryPoetry resources (audio, text, etc)

	- http://www.writing.upenn.edu/~afilreis/88/home.html Vocabulary - vocab lists, puzzles, some quizzes - https://myvocabulary.com/	
Mathematics	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: Primary: Refreshed 2025 - Illustrative Mathematics, AP in grades 11 and 12. All courses available on Canvas. Resources below - Secondary: Refreshed and adopted 2025 Co-teach created resources- https://coteach.ai/ Roadmaps- https://teachtoone.org/roadmaps/ Khan Academy math videos and exercises - https://www.khanacademy.org/ Virtual Nerd - https://www.virtualnerd.com/ HippoCampus - https://www.hippocampus.org/HippoCampus/ Brightstorm Big Textbook Bank - https://www.brightstorm.com/textbook/ Dan Meyer Three Act Tasks - https://whenmathhappens.com/3-act-math/ Kuta Software customizeable worksheets - http://www.kutasoftware.com/ Ms. Roshan's Library - https://www.screencast.com/users/Ms.Roshan Stupid Calculations - http://www.stupidcalculations.com/ Rossman/Chance Applets - http://www.rossmanchance.com/applets/ AP resources- https://apstudents.collegeboard.org 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/	0.0

	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: Primary: Adopted 2025 - OpenSciEd grades 6-9. AP in grade 12. All courses refreshed and available on Canvas - https://summitps.instructure.com/ Resources below - Secondary: Refreshed and adopted 2025 Practical Work for Learning (Nuffield Foundation) Ben Canning (teacher connected with SPS) Neo K12 Crash Course Bozeman Science Brain Genie Brightstorm CK12 Ted-Ed ChemThinkLearn Genetics DNA from the Beginning AAAS Education Portal: Science Science Case Studies Database DNA Learning Center HHMI - Biointeractive MESA Understanding Evolution Gooru Pearson (Biology) The Radix Endeavor PhET	0.0
History-Social Science	Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our	0.0

	school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below: Primary: Refreshed and adopted 2025. AP in grades 11 and 12 - all courses available on Canvas - https://summitps.instructure.com/ Resources below - Secondary: Refreshed and adopted 2025 Facing History Units and Resource Bank Stanford History Education Group Assessments and Resources PBS.org Crash Course by John Greene - YouTube Eyewitness to History - http://www.eyewitnesstohistory.com Gooru Big History Smart History Scholastic AP college board- https://apstudents.collegeboard.org/courses/ap-english-language-and-composition	
Foreign Language	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: Primary: Adopted and refreshed 2025 - AP in grade 12- all courses available on Canvas - https://summitps.instructure.com/ Resources below - Secondary: Adopted and refreshed 2025 Rosetta Stone Quia FluentU Kaplan Spanish StudySpanish.com La lista de vocabulario Guía de estudio AP College Board- https://apstudents.collegeboard.org/courses/ap-english-language-and-composition	0.0
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	0.0

	equipment and materials necessary for students to be successful.	

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

School Facility Conditions and Planned Improvements

Summit Preparatory is located at 890 Broadway Street in Redwood City in a re-designed industrial building. The campus is comprised of student classrooms, a multipurpose room (lunch, all school meetings, independent learning time), teacher and administrative offices and common areas, a student and faculty parking garage, two student computer areas, as well as an outdoor park and eating area. This park was designed and built on the North side of the school for the 2008-09 school year. The area has benches for students to eat lunch, a basketball court, and a grass area.

Each classroom is equipped with an LCD projector and 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 access to computers and laptops.

The building is alarmed and the garage door is gated and alarmed once students safely arrive. Additionally, there is a front door camera/buzzer system in place to ensure security over who enters the high school.

The facilities used by Summit Preparatory Charter High School are provided by the Sequoia Union High School District in fulfillment of the district's Proposition 39 obligations. The district 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. SPCHS contracts directly for custodial services and the facilities are cleaned on a daily basis.

Year and month of the most recent FIT report	Aug 2025

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	45	65	63	47	48
Mathematics (grades 3-8 and 11)	26	17	45	44	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	85	97.70	2.30	44.71
Female	53	52	98.11	1.89	50.00
Male	34	33	97.06	2.94	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	38.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	46.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	20.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	84	96.55	3.45	16.67
Female	53	51	96.23	3.77	17.65
Male	34	33	97.06	2.94	15.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	71	97.26	2.74	11.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	10.00

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.81	20.21	51.4	49.63	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	94	98.95	1.05	20.21
Female	57	56	98.25	1.75	17.86
Male	36	36	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	70	69	98.57	1.43	7.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	35.71

2024-25 Career Technical Education Programs

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	100

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	93	93	93	93	93

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.

2025-26 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, SPCHS actively reaches out to parents to encourage them to be involved in the school in many ways. The Summit Parent Organization Team ("SPOT") is responsible for coordinating Summit Prep volunteer needs and activities, and recording volunteer participation. The SPOT management team strives to match school needs with the interests and schedules of each family and values input from the entire Summit community.

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 with the college process
- 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	0.9	5	7.4	7.1	8.4	8.2	8.9	8
Graduation Rate	97.9	93.6	94.1	91.2	90.9	89.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	101	95	94.1
Female	61	58	95.1
Male	38	35	92.1
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	73	70	95.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	16	14	87.5
English Learners	19	18	94.7
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	74	71	95.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	17	94.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	303	293	97	33.1
Female	166	161	51	31.7
Male	135	130	45	34.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	254	246	84	34.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	22	22	7	31.8
English Learners	54	50	19	38.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	228	222	76	34.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	63	25	39.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.41	4.28	3.96	4.35	3.62	3.36	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.96	0.00
Female	1.20	0.00
Male	7.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Summit Preparatory Charter High School 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.

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. SPCHS 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.

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	22	16	16	0
Mathematics	25	5	11	0
Science	24	3	13	0
Social Science	23	4	13	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	6	12	2
Mathematics	24	6	10	
Science	24	5	11	
Social Science	24	5	11	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	10	7	1
Mathematics	18	11	5	
Science	20	6	4	
Social Science	18	10	6	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,182	$2,450	$12,732	$75,547
District	N/A	N/A		$130,123
Percent Difference - School Site and District	N/A	N/A		-45.5
State	N/A	N/A	$11,146	$113,595
Percent Difference - School Site and State	N/A	N/A	16.7	-32.9

Fiscal Year 2024-25 Types of Services Funded

At Summit Preparatory Charter High School, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$81,959	$67,238
Mid-Range Teacher Salary	$124,881	$106,841
Highest Teacher Salary	$151,712	$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$167,233
Average Principal Salary (High)	$234,429	$193,950
Superintendent Salary	$325,000	$314,304
Percent of Budget for Teacher Salaries	28.52%	29.51%
Percent of Budget for Administrative Salaries	4.83%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	65

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

Summit Prep believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, Summit Prep invests heavily in professional development for our staff. Annually, teachers engage in approximately 40 days of paid professional development sessions designed and led by the faculty in one to two week chunks throughout the school year. These days occur when our students are participating in their elective courses and community outreach programs. We also offer paid, professional development opportunities for our faculty during the summer as part of our “Summer Fellows” program.

Professional Development

Every individual has a two hour block of time per day to plan individually or to work with other department members for collaborative planning. Each week, approximately 3.5 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, course level teams to work across all of our school sites, and time for teams and individuals to work towards meeting goals set forth on their personal educator plans (PEPs). This has been the consistent model for the last four years, and is continually evaluated and adjusted by the entire faculty.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	40	43	43