

# Summit Public School: Denali

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## Kevin Bock

 Principal, Summit Public School: Denali

### About Our School

Summit Public School: Denali opened in the fall of 2013 to serve the diverse communities of Santa Clara County. To begin building strong self-directed learning skills and Habits of Success at a younger age, Summit Denali opened as the first Summit middle school. Summit Denali will grow to serve 6th to 12th grades.

### Contact

*Summit Public School: Denali*  
539 E. Weddell Drive  
Sunnyvale, CA 94089

Phone: 669-600-5695  
E-mail: [kbock@summitps.org](mailto:kbock@summitps.org)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Jon Gundry
<b>E-mail Address</b>	<a href="mailto:jon_gundry@sccoe.org">jon_gundry@sccoe.org</a>
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Summit Public School: Denali
<b>Street</b>	539 E. Weddell Drive
<b>City, State, Zip</b>	Sunnyvale, Ca, 94089
<b>Phone Number</b>	669-600-5695
<b>Principal</b>	Kevin Bock
<b>E-mail Address</b>	<a href="mailto:kbock@summitps.org">kbock@summitps.org</a>
<b>Web Site</b>	<a href="http://www.summitps.org">www.summitps.org</a>
<b>County-District-School (CDS) Code</b>	43104390128090

*Last updated: 1/29/2017*

### School Description and Mission Statement (School Year 2016-17)

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

Denali is part of the network of high performing [Summit Public Schools](#).

#### OUR MISSION

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

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

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

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

#### THE SUMMIT EXPERIENCE

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

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

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

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

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

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

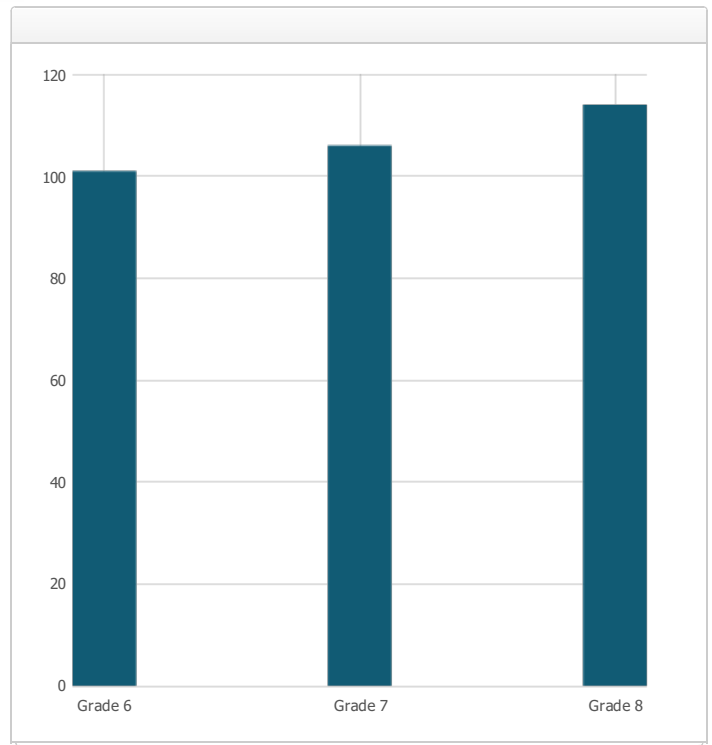
**Summit Solves:** Like reading, students at all performance levels benefit from consistent math practice. Summit Solves is a dedicated time of each day where students practice math using online tools, teacher tutoring, and peer tutoring.

**Community Time:** Our students meet together each week in small, collaborative 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.

*Last updated: 1/29/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	101
Grade 7	106
Grade 8	114
<b>Total Enrollment</b>	<b>321</b>



Last updated: 1/29/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.3 %
Asian	19.3 %
Filipino	2.5 %
Hispanic or Latino	38.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	27.4 %
Two or More Races	10.3 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.9 %
English Learners	12.5 %
Students with Disabilities	12.1 %
Foster Youth	0.0 %

Last updated: 1/29/2017

## A. Conditions of Learning

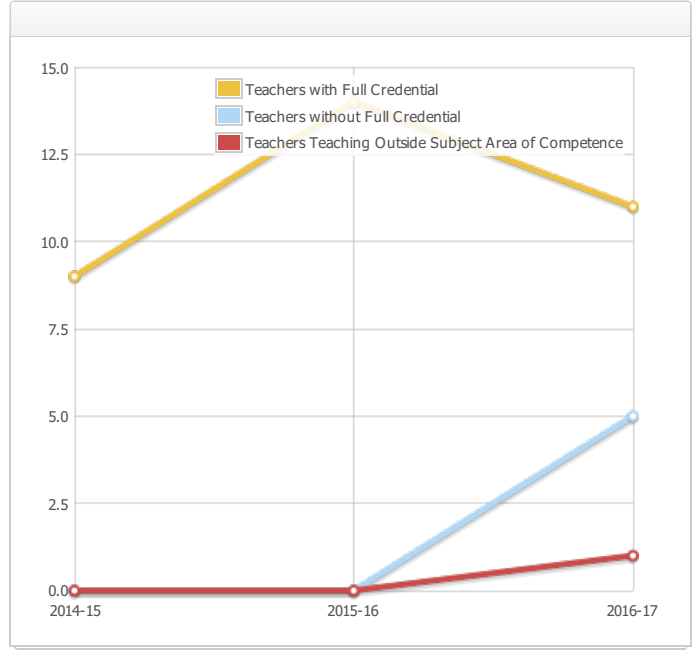
### State Priority: Basic

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

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

#### Teacher Credentials

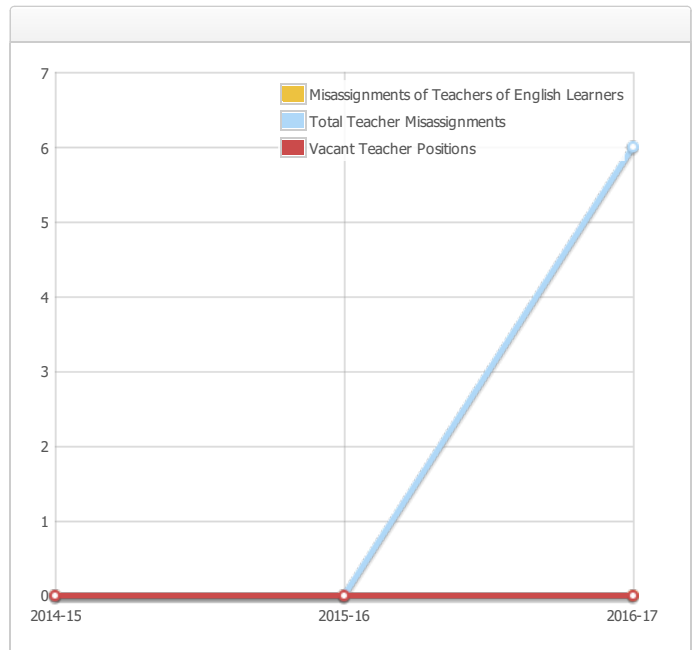
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	14	11	
Without Full Credential	0	0	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/29/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	6
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	86.0%	14.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Summit uses a variety of online curricular resources in all subjects. Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below:</p> <p>The Summit Learning Platform - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a>  Reading Plus - <a href="http://www.readingplus.com">www.readingplus.com</a>  News ELA - differentiated articles based on lexile level - <a href="http://www.newsela.com">www.newsela.com</a>  No Red Ink - Grammar and process writing support - <a href="http://www.noredink.com">www.noredink.com</a>  PBS.org - <a href="http://www.pbs.org/teachers/classroom/9-12/">www.pbs.org/teachers/classroom/9-12/</a>  BrainPop - <a href="http://www.brainpop.com">www.brainpop.com</a>  SAS Curriculum PathwaysOnline  Purdue OWL Writing Exercises Online - <a href="http://grammar/conventions/resources">grammar/conventions/resources</a>  Poetry Foundation - Poetry terms and poems  Grammar Girl Online - <a href="http://grammar/convention/resources">grammar/convention/resources</a> - <a href="http://grammar.quickanddirtytips.com">grammar.quickanddirtytips.com</a>  CNN/CBS Story Archive - Reading comprehension - <a href="http://literacynet.org/cnnsf/archives.html">literacynet.org/cnnsf/archives.html</a>  Poetry Out Loud - Poetry terms and poems  My English Teacher Grammar - <a href="http://www.myenglishteacher.net">www.myenglishteacher.net</a>  Open Yale Courses - College lecture on poetic meter - <a href="http://oyc.yale.edu/english/engl-310/lecture-3">oyc.yale.edu/english/engl-310/lecture-3</a>  EReadingWorksheets General ELA - <a href="http://www.ereadingworksheets.com">www.ereadingworksheets.com</a>  Time4WritingGrammar - <a href="http://www.time4writing.com">www.time4writing.com</a>  Research - <a href="http://www.libraryspot.com">www.libraryspot.com</a>  Literary Glossary Literary Terms - <a href="http://www.shmoop.com/literature-glossary/">www.shmoop.com/literature-glossary/</a>  Writing Commons - Rhetoric - <a href="http://writingcommons.org">writingcommons.org</a>  Montgomery KYSchool District - Literary Terms - <a href="http://www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf">www.montgomery.kyschools.us/userfiles/1501/Classes/686/sound%20devices%20foundation%20lesson.pdf</a>  English Club Grammar Terms - <a href="http://www.englishclub.com/grammar/terms.htm">www.englishclub.com/grammar/terms.htm</a>  Super Teacher Tools General ELA - <a href="http://www.superteachertools.com">www.superteachertools.com</a>  Wise Geek Literary Terms - <a href="http://www.wisegeek.com/what-is-consonance.htm">www.wisegeek.com/what-is-consonance.htm</a>  Bright Hub Education Literary Terms - <a href="http://www.brighthubeducation.com">www.brighthubeducation.com</a>  Shakespeare Glossary Literary Glossary - <a href="http://www.shakespeareswords.com">www.shakespeareswords.com</a>  No Fear Shakespeare Shakespeare - <a href="http://www.nfs.sparknotes.com">www.nfs.sparknotes.com</a>  Teacher Google site Literary Terms - <a href="http://sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition">sites.google.com/site/examplesinpoetry/rhythm-poetry-examples-definition</a>  Chomp Chomp Grammar - <a href="http://www.chompchomp.com">www.chompchomp.com</a>  Folger Shakespeare Library Shakespeare/Drama - <a href="http://www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/">www.folger.edu/Content/Teach-and-Learn/Teaching-Resources/</a>  Guide to Grammar &amp; Writing - <a href="http://grammar.ccc.commnet.edu/grammar/">grammar.ccc.commnet.edu/grammar/</a>  Jeopardy Labs - <a href="http://jeopardylabs.com">jeopardylabs.com</a>  American Literature Books and Short Stories - <a href="http://www.americanliterature.com">www.americanliterature.com</a>  UPenn Writing Center - PoetryPoetry resources (audio, text, etc) - <a href="http://www.writing.upenn.edu/~afilreis/88/home.html">www.writing.upenn.edu/~afilreis/88/home.html</a>  Vocabulary - vocab lists, puzzles, some quizzes - <a href="http://myvocabulary.com">myvocabulary.com</a></p>	Yes	0.0 %
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 - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p>	Yes	0.0 %

- Khan Academy math videos and exercises - [www.khanacademy.org](http://www.khanacademy.org)
- Virtual Nerd - [www.virtualnerd.com](http://www.virtualnerd.com)
- HippoCampus - [www.hippocampus.org/HippoCampus/](http://www.hippocampus.org/HippoCampus/)
- Brightstorm Big Textbook Bank - [www.brightstorm.com/textbook/](http://www.brightstorm.com/textbook/)
- Dan Meyer Three Act Tasks
- Kuta Software customizable worksheets - [www.kutasoftware.com](http://www.kutasoftware.com)
- [www.screencast.com/users/Ms.Roshan](http://www.screencast.com/users/Ms.Roshan)
- [www.stupidcalculations.com](http://www.stupidcalculations.com)
- Rossmann/Chance Applets - [www.rossmanchance.com/applets/](http://www.rossmanchance.com/applets/)
- PBS.org - Online videos and curricular resources - [www.pbs.org/teachers/classroom/9-12/](http://www.pbs.org/teachers/classroom/9-12/)
- Manga High math games - [www.mangahigh.com](http://www.mangahigh.com)
- WTAMU Math Lab website tutorials - [www.wtamu.edu/academic/anns/mps/math/mathlab/](http://www.wtamu.edu/academic/anns/mps/math/mathlab/)
- CK-12 online textbook(s) - [www.ck12.org/teacher/](http://www.ck12.org/teacher/)
- NrichBank's Secondary Curriculum - [nrich.maths.org/8517](http://nrich.maths.org/8517)
- NrichBank's Post-16 Curriculum - [nrich.maths.org/9088](http://nrich.maths.org/9088)
- Purple Math online textbook - [www.purplemath.com](http://www.purplemath.com)
- Regents Prep test prep / online textbook - [regentsprep.org](http://regentsprep.org)
- Math Is Fun online textbook w / practice problems - [www.mathisfun.com](http://www.mathisfun.com)
- National Library of Virtual Manipulatives - [nlvm.usu.edu/en/nav/vlibrary.html](http://nlvm.usu.edu/en/nav/vlibrary.html)
- Illustrative Mathematics Bank of good problems - [www.illustrativemathematics.org](http://www.illustrativemathematics.org)
- illustrations that tutorguy Videos - [www.thattutorguy.com/free-sample-videos/](http://www.thattutorguy.com/free-sample-videos/)
- Mathematics Vision Project - [www.mathematicsvisionproject.org](http://www.mathematicsvisionproject.org)
- Gooru - [www.gooru.org](http://www.gooru.org)
- Math Goodies - [www.mathgoodies.com/standards/alignments/grade7.html](http://www.mathgoodies.com/standards/alignments/grade7.html)
- Quantitative Methods in Social Sciences websites - [ccnmtl.columbia.edu/projects/qmss/home.html](http://ccnmtl.columbia.edu/projects/qmss/home.html)
- Steve Mays videos - [www.youtube.com/user/maysterchief?feature=watch](http://www.youtube.com/user/maysterchief?feature=watch)
- Hadoman Pursues EdD/videos - [education-portal.com/academy/subject/mathematics.html](http://education-portal.com/academy/subject/mathematics.html)
- IXL - [www.ixl.com](http://www.ixl.com)
- Interactive Mathematics textbook and practice problems - [www.intmath.com](http://www.intmath.com)
- Kendall Hunt High School Mathematics Resources curriculum materials (worksheets, lesson plans, etc.)
- Illuminations NCTM Interactives, Lessons, and Weblinks - [illuminations.nctm.org](http://illuminations.nctm.org)
- The Radix Endeavor Games created by MIT - [www.radixendeavor.org](http://www.radixendeavor.org)
- Ten Marks Math Problems, Videos, and assessments - [www.tenmarks.com](http://www.tenmarks.com)
- Kendall Hunt HS Math Resources - [math.kendallhunt.com/x19356.html](http://math.kendallhunt.com/x19356.html)
- Learn zillion short lessons - [learnzillion.com](http://learnzillion.com)
- Wolfram Problem Generator - [www.wolframalpha.com/problem-generator/](http://www.wolframalpha.com/problem-generator/)
- Mathalicious Lessons aligned with Common Core - [www.mathalicious.com/lessons/](http://www.mathalicious.com/lessons/)
- Balanced Assessment Tasks - [balancedassessment.concord.org](http://balancedassessment.concord.org)
- Mathematics Assessment Project - [map.mathshell.org/materials/index.php](http://map.mathshell.org/materials/index.php)
- PhET Interactive Simulations - [phet.colorado.edu](http://phet.colorado.edu)
- Wolfram Educational Portal - [education.wolfram.com](http://education.wolfram.com)

<p>Science</p>	<p>Summit uses a variety of online curricular resources in all subjects.</p> <p>Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below:</p> <p>The Summit Learning Platform - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p> <p>Practical Work for Learning (Nuffield Foundation)</p> <p>Ben Canning (teacher connected with SPS)</p> <ul style="list-style-type: none"> <li>Neo K12</li> <li>Crash Course</li> <li>Bozeman Science</li> <li>Brain Genie</li> <li>Brightstorm</li> <li>CK12</li> <li>Ted-Ed</li> <li>ChemThinkLearn</li> <li>Genetics</li> <li>DNA from the Beginning</li> <li>AAAS</li> <li>Education Portal: Science</li> <li>Science Case Studies Database</li> <li>DNA learning center</li> <li>HHMI - Biointeractive</li> <li>MESA</li> <li>Understanding Evolution</li> <li>Gooru</li> <li>Pearson (Biology)</li> <li>The Radix Endeavor</li> <li>PhET</li> </ul>	<p>Yes</p>	<p>0.0 %</p>
<p>History-Social Science</p>	<p>Summit uses a variety of online curricular resources in all subjects.</p> <p>Summit has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. Some of the major online curricular resources supporting our academic program are listed below:</p> <p>The Summit Learning Platform - <a href="http://info.summitlearning.org/">http://info.summitlearning.org/</a></p>	<p>Yes</p>	<p>0.0 %</p>

Facing History Units and Resource Bank  
Stanford History Education Group Assessments and Resources  
PBS.org  
Crash Course by John Greene - YouTube  
Eyewitness to History - <http://www.eyewitnesstohistory.com>  
Gooru  
Big History  
Smart History  
Scholastic

Foreign Language	n/a		0.0 %
Health			0.0 %
Visual and Performing Arts	Summit has an Expeditions program where all students will 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 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/29/2017*



## School Facility Conditions and Planned Improvements

Summit Public School Denali is located at 539 E Weddell Drive in Sunnyvale in a newly renovated, privately leased building. As a newly renovated building Denali is in compliance with all fire, safety, and seismic codes (including fire sprinklers). The building is a single-story, open-concept floor plan, with a variety of student and faculty work spaces and offices. Additionally, there are two portable classrooms adjacent to the main building. These are also fully compliant with all safety codes.

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

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

*Last updated: 1/29/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

## Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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*Last updated: 1/29/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	67.0%	46.0%	47.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	57.0%	59.0%	46.0%	44.0%	34.0%	36.0%

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

*Last updated: 1/29/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	108	103	95.4%	63.7%
Male	64	63	98.4%	61.3%
Female	44	40	90.9%	67.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.5%	81.0%
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.2%	29.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	85.2%
Two or More Races	17	17	100.0%	82.4%
Socioeconomically Disadvantaged	33	33	100.0%	25.0%
English Learners	17	16	94.1%	6.7%
Students with Disabilities	14	14	100.0%	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	107	104	97.2%	57.3%
Male	59	57	96.6%	48.2%
Female	48	47	97.9%	68.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	54	52	96.3%	34.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	70.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.4%	36.8%
English Learners	12	11	91.7%	27.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	111	110	99.1%	78.7%
Male	66	65	98.5%	73.0%
Female	45	45	100.0%	86.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	57.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	41	100.0%	87.2%
Two or More Races	11	11	100.0%	100.0%
Socioeconomically Disadvantaged	29	28	96.6%	42.9%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.0%	41.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	108	102	94.4%	60.8%
Male	64	62	96.9%	61.3%
Female	44	40	90.9%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.5%	90.5%
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.4%	20.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	81.5%
Two or More Races	17	17	100.0%	76.5%
Socioeconomically Disadvantaged	33	32	97.0%	21.9%
English Learners	17	15	88.2%	20.0%
Students with Disabilities	14	13	92.9%	15.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	107	104	97.2%	51.9%
Male	59	57	96.6%	47.4%
Female	48	47	97.9%	57.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	54	52	96.3%	21.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	81.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.4%	18.4%
English Learners	12	11	91.7%	9.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	109	98.2%	64.2%
Male	66	64	97.0%	62.5%
Female	45	45	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	90.0%
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	40	97.6%	72.5%
Two or More Races	11	11	100.0%	100.0%
Socioeconomically Disadvantaged	29	28	96.6%	32.1%
English Learners	--	--	--	--
Students with Disabilities	20	18	90.0%	22.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

*Last updated: 1/29/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	80.0%	0.0%	0.0%	52.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

*Last updated: 1/29/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	111	110	99.1%	80.0%
Male	66	65	98.5%	81.5%
Female	45	45	100.0%	77.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.0%	54.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	41	41	100.0%	87.8%
Two or More Races	11	11	100.0%	100.0%
Socioeconomically Disadvantaged	29	28	96.6%	53.6%
English Learners	--	--	--	--
Students with Disabilities	20	19	95.0%	42.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

*Last updated: 1/29/2017*

**Career Technical Education Programs (School Year 2015-16)**

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Summit Denali does not currently offer CTE programs.

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.5%	22.1%	50.0%

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

Last updated: 1/29/2017

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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

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

### State Priority: Pupil Engagement

*Last updated: 1/29/2017*

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

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

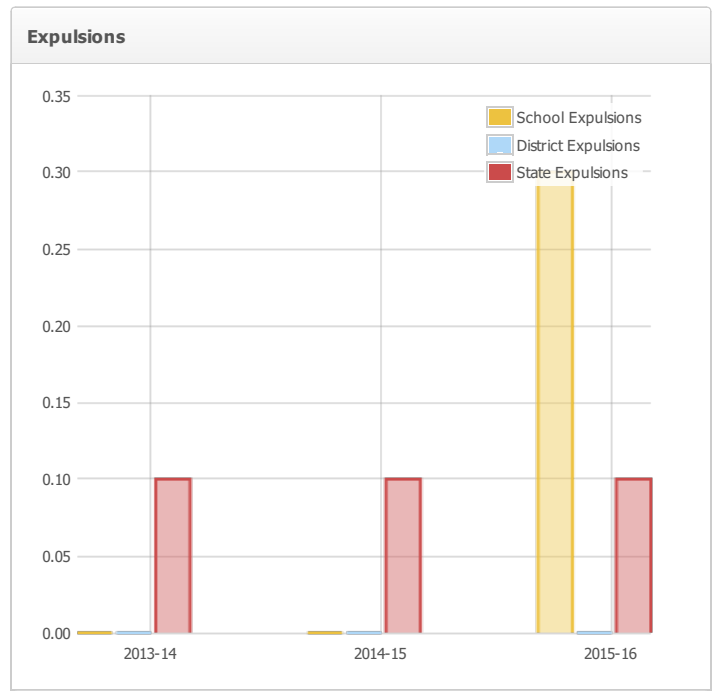
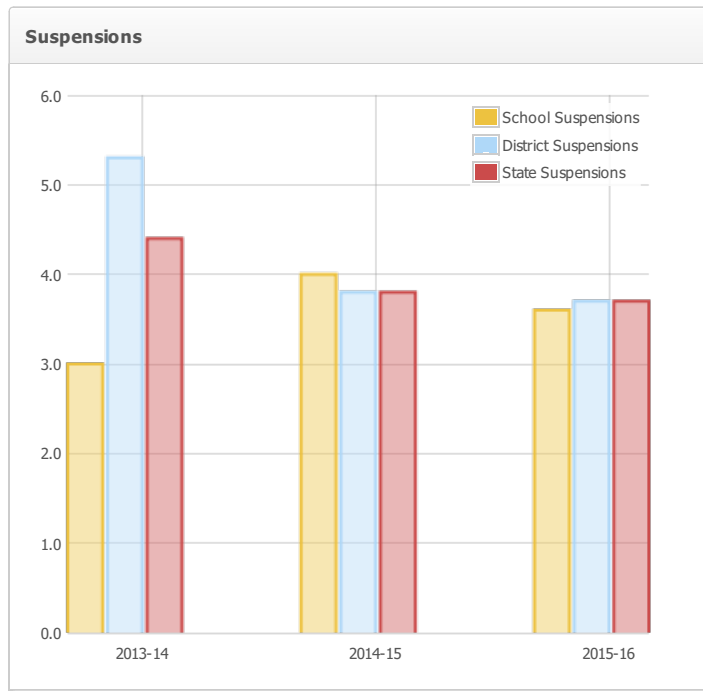
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.0	4.0	3.6	5.3	3.8	3.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.3	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/29/2017

## School Safety Plan (School Year 2016-17)

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

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

Last updated: 1/29/2017

## D. Other SARC Information

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

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

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	34.0	0	4	12	47.0	0	0	8	49.0	0	0	8
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/29/2017*

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

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	57.0	0	0	2	36.0	0	4	2
Mathematics	0.0	0	0	0	57.0	0	0	2	27.0	1	7	0
Science	0.0	0	0	0	57.0	0	0	2	27.0	1	7	0
Social Science	0.0	0	0	0	57.0	0	0	2	36.0	0	4	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.8	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11079.0	\$1975.0	\$9103.0	\$58604.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2017

## Types of Services Funded (Fiscal Year 2015-16)

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

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

**Tutoring Bar** - during the school day, we also offer times where students can get support from their teachers or peers through a structure called the tutoring bar. At the tutoring bar, teachers and peer tutors make themselves available to support students in practicing their self-directed learning, to learn content of their courses, or to work on skills that are important for their projects.

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

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

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

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

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

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

*Last updated: 1/29/2017*



## Professional Development

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Summit Denali believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. To this end, Summit Denali invested heavily in professional development for our staff. Annually, teachers engage in 38 days of professional development designed and led by the staff. This PD happens during the regular school year while the students are engaged in their elective courses. In addition, all teachers are invited and encouraged to participate in paid summer professional development led by Summit faculty.

Teachers have time each day to plan individually or to work with other team members for collaborative planning. Each week approximately 3 hours is allotted for staff meeting time; this is broken down into full faculty planning for common goals and developing solutions to school-wide concerns, and also grade level team or department team work focused on collaboration. Across the network of Summit Public Schools, faculties engage in professional development using video conferencing technology.

*Last updated: 1/29/2017*