

WCCUSD

Charter Oversight

Annual Charter School Site Visit

Summit Public Schools: Tamalpais

Report published: 09/22/2026

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Background

Charter school oversight addresses the following areas of operation:

- Educational Program: overview of the program including classroom teaching, English Learner and Special Education services, curricular materials and processes, professional development, teacher credentialing and staffing, and assessment and use of data.
- Facilities: condition, adequacy, and safety.
- Fiscal: attendance, record-keeping, payroll, budget, accounting and financial reporting, annual audit, financial condition, and inventory.
- School Operations: training, handbooks, admissions, discipline, health and safety, parent notifications, policies.
- Governance: board management, board meetings, policy development, stakeholder involvement.

The annual site visit focuses on the Education Program, student safety, Special Education file reviews at minimum and may include more if there are concerns.

Authorizer Site Visit Purpose and Requirements

The WCCUSD Charter Oversight Procedure Manual provides general guidance for the Annual Comprehensive Site Visit and lays out responsibilities for oversight based on law:

California Charter School Act states at Education Code Section 47604.32:

Each charter authority, in addition to any other duties imposed by this part, shall... visit each charter school at least annually. A quality authorizer will:

Visit each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the charter, while ensuring that the frequency, purpose, and methods of such visits respect school autonomy and avoid operational interference.

The District evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership.

(National Association of Charter School Authorizers Principles and Standards 2015)

Annual site visits are a regular, systematic examination of a charter school's performance and commitments under its charter relative to the school's obligations under law. The District visits each of its authorized charter schools at least once annually, pursuant to its monitoring and oversight duties, articulated in Education Code § 47604.32. Site visits may be informal or formal. Formal visits are conducted with a District team of individuals with diverse backgrounds and expertise. Site visits serve to gather and document evidence to substantiate a renewal determination, or drive further areas for review.

Visit Overview

Interviews & Discussions

The visiting team had an introductory meeting with school and organization leadership, and topics included a semi-structured interview spanning a range of topics including finance, enrollment, governance, and the instructional program. The team interviewed other stakeholders including a group of parents, students and certificated teaching staff. The school determined the appropriate individuals to meet with the site visit team and scheduled the interviews.

Observations

The visiting team conducted observations in an array of classrooms that were selected by the site leadership. All grade levels may have been observed, as well as special designation classes such as English Language Development and Special Education. The team toured the campus and observed the general condition of the facility to assess the condition and adequacy to meet educational program requirements and dictates of law.

End of Visit Report-out to School Leadership

At the end of the visit, the visiting team shared a brief report-out with the principal and leadership as chosen by the school site. All analysis presented during the initial report-out is preliminary, and may change after further review. The visiting team does not make suggestions for improvement or direct the school to change operations or programs during the site visit meeting. If there are issues that will require further discussion or documentation, they were noted at this time.

District Site Visit Report

After the visit, the District provides this written report. The report includes names and roles of the District's visiting team, and their findings. The District issued this report in draft form to the school administrator allowing one week for correction or explanations of any factual inaccuracies. This report, and all additional documentation will become a part of the body of evidence that is considered when the school enters the renewal process.

About the Charter School

School	Summit Tamalpais
Network	Summit Public Schools
Mission	We believe that every child is capable of college and career success. Summit Public Schools is a leading network of public schools that collectively prepares a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step towards a fulfilled life.
Open Year	2016 Renewed in 2020
Date of Expiry	June 30, 2027
Date of Visit	September 2, 2026
Location	3020 Hilltop Mall Rd. Richmond, CA
Grades served	7 - 12

Summit Tamalpais 2025-26			
Subgroup Enrollment percentage		Ethnicity percentage	
English Learners	26.2%	African American	8.6%
Foster Youth	0.0%	American Indian or Alaskan Native	0.2%
Homeless Youth	0.0%	Asian	7.1%
Migrant Education	0.0%	Filipino	1.9%
Students with Disabilities	12.8%	Hispanic/LatinX	76.3%
Socioeconomically Disadvantaged	74.5%	Pacific Islander	0.2%
Total Enrollment	619	White	3.1%
		Two or more Ethnicities	2.4%
		Decline to State	0.3%

DataQuest 9/1/2026

Dashboard Performance Data

The Site Visit Report includes a broad and general overview of the most recently available performance data taken directly from the California State Dashboard. In this case, the data is from 2024-25, and this is the only data available as the charter was submitted prior to the release of the 2025-26 Dashboard data. A comprehensive review of performance data will be provided in the District's Annual Charter School Report, including disaggregated data for subgroups and ethnicities.

The California State Dashboard uses a five-color system ranging from red (lowest performing) Orange, (low performing), Yellow (Medium/ Middle performing) Green (good performance) to Blue (highest performing). Colors stem from the prior year's score, whether it increased, maintained, or declined and by the size of the change.

Academic Performance

English Language Arts	2024-25		Math	2024-25
Summit Tamalpais	56.9 pts below declined -19.6 pts		Summit Tamalpais	121.8 pts below declined -14.4 pts
WCCUSD	52.4 pts below increased +3.4 pts		WCCUSD	77.1 pts below increased +7.9 pts
California	8.1 pts below increased +5.1 pts		California	42.4 pts below increased +5.4 pts
EL Progress	2024-25		College / Career	2024-25
Summit Tamalpais	48.1% making progress declined -2.2%		Summit Tamalpais	89.3% prepared declined -4.9%
WCCUSD	33.8% making progress declined -6.0%		WCCUSD	41.0% prepared increased +3.0%
California	46.4% making progress maintained +0.7%		California	51.7% prepared increased +3.1%

Academic Engagement

2024-25		Summit	WCCUSD	State
Academic Engagement	Chronic Absenteeism	27.4% increased +2.9%	27% declined -1.3%	17.1% declined -1.5%
	Graduation Rate	89.5% declined -5%	85.3% increased 1.6%	87.8% increased +1%

Conditions & Climate

2024-25		Summit	WCCUSD	State
Conditions and Climate	Suspension	3% increased +1.1%	4.5% declined 0.6%	2.9% declined -0.4%

Strengths and Opportunities

Based on the observations and input of the District visiting team, and semi-structured interview responses of school leadership, students, parents and teachers the strengths and opportunities for the school include the following.

Strengths and Opportunities Table

Participants	Strengths	Opportunities
School Leadership	Clear Mission and Vision. Strong results on preparing Students for College and Career (C & C). Single path for all students on preparation for C & C. Low performance for MLLs (Multi-Lingual Learners) last year resulted in a renewed focus. This year MLLs are placed into similar tiered students for support in language acquisition. The organisation developed their own in-house Data Management System (DMS). Planning includes targeting data to the most appropriate audience for improvement. The school has adopted a new curriculum for math and ELA. Focused on filling student learning gaps, and Grade Level learning. This was reported as a primary focus for the Charter Management Network and the school The organization has developed a partnership with the Marshall Street organization to improve their rate of appropriately credentialed teachers.	The school did not track student participation in school-wide formative or summative assessments throughout the year. The school submitted the petition well before the 2026 Dashboard was available, and this resulted in a dearth of data for evaluation. Results in a number of categories on the California State Dashboard for the only accessible year (2025) were in the Red category, showing declines in key areas such as ELA (declined by 19.6 points) and Math (declined by 14.4 points). Declines also showed in ELP (-2.2%), College & Career (-4.9%) and an increase in Chronic Absenteeism (+ 2.9%). The school had 12.8% of students receiving Special Education services. The District educates SpEd students at a rate of 15.8%. Further, no students with Moderate to Severe students are enrolled. The site uses an interview to ascertain a good student “fit” for special education services post enrollment. Care must be taken to assure families that they will be served regardless of the degree of student needs.

Students	Students deeply appreciated the <i>Mentoring program</i> (1-on-1 mentoring pairs every student with a dedicated teacher who guides them), citing this as a key positive element in creating a strong culture. Students appreciated the pervasively positive school culture. Students expressed that the school size made it possible to know the adults around them, and their peers leading to a supportive learning environment. Students felt that they each had several adults on campus who they could go to with issues or concerns. Students appreciated the new math program (Teach to One), and the Course Dojo that adapted to their needs. Students appreciated the office hours that teachers kept.	While students know their learning level per the Summit program's progress, ensuring alignment between these programs and state standards should ease discrepancies with SBAC scores. District staff noted that classrooms did not contain other means of learning and communication beyond computers. All learning is through screens, and this may have a long-term detrimental effect on learning.
Parents	Parents expressed appreciation for the support their students receive stemming from strong and consistent relationships between students and mentors. Parents appreciated the communication from the site lead, and for his role in building a positive school culture. Parents felt that their students are safe on campus, and appreciated the small school and class size. Parents appreciated that the school is able to participate in tough conversations when the need arises.	Parents expressed that having a child attend a charter school limits access to sports and other programs and extracurricular options as are found at a larger, comprehensive high school.
Teachers	Teachers appreciate the opportunities provided by the <i>Expeditions</i> (immersive, multi-week elective and career-exploration programs) schedule	Teachers noted the challenges in adopting several new curricula in a single year. Teachers expressed appreciation for

	that allows them to spend more time in planning and data evaluation. Teachers appreciate the coaching they receive, citing a cycle of observation, debrief, reflection and growth. Teachers appreciate access to the site and organization leadership. They reported feeling “heard”. The variety and frequency of meetings between peers (Grade level, subject specific, and periodically region-wide) is helpful in aligning their work. This has improved perceived challenges in communication from the prior year. Teachers noted that the Mentoring program work can be challenging, but were unanimous in feeling that it built student buy-in and a strong school culture. Teachers said that the leadership have implemented a “Huddle” on Fridays so that they can better align and grow in their use of the new curricula.	improved consistency in coaching this year. The school has lower than state or District averages of teachers with Clear credentials (49.8% versus statewide at 82.5%).
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Participants	Strengths	Challenges
District Staff	All classrooms had clear and posted learning objectives. Classrooms were purposeful. Students came into class focused and prepared to learn. They were engaged. The school site demonstrated a strong and positive school culture. Students were polite and positive. Classrooms used strong teaching methods, such as the use of Class Dojo for “Exit Tickets” and checking for understanding during lessons, enabling teachers to better understand whether and to what degree students understood key concepts.	Learning is always mediated through computers, limiting the ways students understand and demonstrate learning. Instructional practices are not diverse enough to meet the needs of divergent learners. District leadership noted that there were few opportunities for student-led discourse, known to support learning for all students and particularly Multi-Language Learners. The team had concerns around a focus on academic self-impression. Impressions do not consistently map to actual objective learning data (SBAC results). During the leadership interview Summit staff

	Teachers were well-prepared and it was clear that key elements of teaching were consistent throughout the observed classrooms. The single point of entry, closed campus and visibility of school leader and teaching staff supports students safety. The Special Education file review showed an understanding of correct Individualized Education Plan (IEP) development, although each should also contain a language goal for MLL students. While not all adults were wearing school ID badges the Summit team explained that since the school is small students know the adults. It may merit consideration should an emergency take place so that outside providers can identify staff.	relayed that they used a Special Education interview post enrollment to help families understand whether the program would meet their child's needs. The WCCUSD charter oversight team has requested a review of the interview questions. The team noted that there are no Moderate-Severe students at the school. Safety concerns included: 1. An awkward sharing of bathrooms between staff and students necessitating staff to monitor. 2. No gender-neutral bathroom, rather these students are told to use the girl's bathroom, which may follow the same procedure as above where staff monitors and clears the bathroom. 3. The school has no "striker chair" for wheelchair-using students on the second floor. In the event of fire or loss of power the student may be trapped. 4. Frosted glass is discouraged as it is not possible to see inside certain student spaces. District leadership wondered if Summit is aware of AB 126 regulations that require enhanced training for all adults who work with students. The Expeditions program uses a variety of other providers, and each will now need to be trained. The Charter oversight team is meeting with Summit leadership to determine readiness for other aspects of AB126, particularly in Independent Study.
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District Team & Role

The WCCUSD Team:

Name	Title
Elizabeth Sanders	Assistant Superintendent of Communications & Community Engagement
Esaul Orozco	Director, English Learner Multilingual Achievement
Jawan Eldridge	Executive Director, El Cerrito & Kennedy Families
Jeff Carter	Interim Associate Superintendent, Business Services
Jessica Petrilli	Director, College and Career
Jose De Leon	Executive Director, De Anza & Richmond/San Pablo Families
LaShante Smith	Executive Director, Hercules & Pinole Families
Leroy Gaines	Associate Superintendent, Educational Services
Liz Sanders	Assistant Superintendent, Community Engagement & Communications
Margarita Romo	Business Services Coordinator
Michael Booker	Chief Safety & Emergency Preparedness Consultant
Rachel Chang	SELPA Director
Sonja Bell	Director of Curriculum, Instruction & Assessment
Sylvia Greenwood	Assistant Superintendent, Human Resources

APPENDICES

I. Leadership questions

1. What are your central two focuses for the coming year, and why?
2. DATA QUESTIONS STEMMING FROM MOST RECENT DASHBOARD.
 - a. Your C & C results showed that 89.3% of your students were prepared– which is very strong. It grew from the 2024 class– measured at 28.2% Prepared, and 65% Approaching Prepared. To what do you attribute this dramatic change?
 - b. Remind us of what college credit/dual enrollment courses Summit Tam offers?
 - c. Your team informed us that an insufficient percentage of students were tested using your internal assessment system to provide verified data for analysis. What steps have you taken to ensure this will be corrected for the 2026-27 academic year?
 - d. Your ELP rated in the Orange category in 2025, with a decline of 2.2 points. What steps are you taking to strengthen student learning for your Multi-lingual Learners?
 - e. Your math scores were in the Red category for ELs, LTELs, SEDs and Hispanic students, with a 14.4 point decline. What steps have you taken to address this between 2025 and this academic year?
 - f. Your ELA scores were in Red, with a decline of 19.6 points. What steps have you taken to address this between 2025 and this academic year?
 - g. Your Graduation Rate was in the Orange category, with 89.3% graduating. Can you share what you have observed to be your most effective strategies to support students to graduate?

- h. 2024 showed that 94.3% graduated. To what do you attribute the drop in scores, and what strategies did you put into place to increase them going forward?

- i. The 2025 Dashboard showed 49.8% of your teachers to have Clear credentials. The state average was at 82.5% at that time. What are you doing to increase Summit's growth in this area, and what support do you get from the Summit organization?

II. Teacher questions

1. Please share your name and how long you've been teaching with Summit.
2. What has been your central challenge this year?
3. How does the school or CMO leadership support you?
4. Please share your strategies around serving Multi-Lingual Learners.
5. Please share your strategies around serving Special Education students.
6. Can you tell us about teacher observations?
7. What can you tell us about expeditions?

III. Parent questions

1. How does the school support you with achieving your goals for your student?
2. How do you know this school has high standards and expectations for student achievement?
3. How does the school support open communication between school, student, and home?
4. How often do you hear from the school?
5. If you could change any aspect of the school what would you change?
6. How does the school communicate regarding academics?

IV. Student questions

1. Please tell us your names, and grade levels.
2. What do you most like about your school?
3. Do you feel safe at school?
4. Do you have a trusted adult at the school who you can speak to about any challenges you may have?
5. How do you know this school has high expectations for student achievement?
6. How does the school handle conflict between students?

V. Summit Public Schools Response to Draft Review

September 18, 2026

WCCUSD Charter Oversight
West Contra Costa Unified School District

Re: Draft Annual Charter School Site Visit Report, Summit Public Schools: Tamalpais (site visit September 2, 2026)

Dear Douglas, Linda, and Margarita,

Thank you for the time the District team spent at Summit Tamalpais on September 2, and for sharing the draft report. We appreciate the care the visiting team took with classroom observations and with the conversations they held with our students, families, and teachers, and we are glad the report reflects what those groups told the team about the mentoring program, school culture, and the relationships students have with adults on our campus. We are especially grateful for your recognition of our strong school community and student safety. Knowing that you see those foundational conditions for learning in place gives our team a steady base to keep challenging our students academically and preparing them for what comes next.

The correspondence we received alongside the draft report requested any feedback to be incorporated into the published report by 4PM on Friday, September 18. We received the draft on September 14, 2026 and are submitting this response on September 18, 2026, within that window. One attachment accompanies this letter.

We welcome the opportunity to provide important clarifications and additional context for the Review team to consider for the final version of this report. Attachment A provides that information or indicates where this information has already been provided via our timely response to the Letter of Inquiry. We offer it not to contest the team's observations but to complete the record on which the report will be relied upon. Because the report states that it becomes part of the body of evidence considered at renewal, we respectfully request that corrections based on the information provided by Summit subsequent to the site visit either in response to the LOI or the draft report be incorporated into the published version of the report rather than appended to it.

We would welcome the opportunity to walk through any of this with you before the report is finalized, and we remain available for the follow-up conversations the draft anticipates, including the review of our special education enrollment materials and the scheduled discussion of independent study.

Thank you again for the District team's work on this visit.

Sincerely,
Eric Dillie, Executive Director
Summit Public Schools: Tamalpais

Attachments:

- A. Clarifications and Additional Context

ATTACHMENT A

Special education enrollment and District document request

Report reference: Opportunities, School Leadership; District Staff table

What the draft states: The draft states that the school enrolls 12.8% students with disabilities against a District rate of 15.8%, and that no students with moderate to severe needs are enrolled.

Response:

Summit Tamalpais has provided supplementary information concerning the enrollment of students with disabilities through multiple responses. We anticipate the Review Team will update the report to reflect this information.

As requested by the district, please see the attached document with information about our students with disabilities. As a reminder, the specific CALPADS report requested was deprecated. The attached data is from our records. [IEPs by Grade Level and Primary Disability, SY24-SY27](#)

Instructional practice and differentiation

Report reference: District Staff table

What the draft states: The draft states that instructional practices are not diverse enough to meet the needs of divergent learners, and that there were few opportunities for student-led discourse.

Response:

While we acknowledge the district team's feedback on expanding discourse opportunities, the claim that instructional practices lack sufficient diversity to serve divergent learners does not reflect Summit Tam's comprehensive, data-driven approach to teaching. Across classrooms, educators leverage high-quality instructional materials with embedded language supports, adaptive technology, and structured discussion protocols including Math Language Routines, Language Dives, and Scientists' Circles. Instructional practices like these ensure grade-level access and active student-led dialogue. Furthermore, Summit Tam fosters a robust, data-informed professional culture where educators continuously analyze assessment results during intervention blocks, advisory mentoring, and collaborative planning to tailor instruction directly to the evolving needs of all learners.

The following structures outline the core practices active in our school system designed to support every learner:

Differentiation Structures in Active Practice

Summit utilizes a multi-layered approach to differentiation designed to ensure all students access grade-level content while receiving targeted, individualized support across specialized programs.

- **Tiered Multilingual Learner (MLL) Supports:** Multilingual learners receive integrated core instruction paired with targeted language scaffolds that adjust based on English language proficiency levels:
 - **High-Quality Instructional Materials (HQIM) Integration:** Curricula across core subjects contain embedded language supports specifically designed for MLLs:
 - **OpenSciEd (Science):** Incorporates language-rich routines such as Scientists' Circles and Driving Question Boards, alongside multimodal representations (drawings, physical models, data sets) to build conceptual understanding before formal terminology is introduced.
 - **EL Education (Middle School ELA):** Features explicit "Language Dives" to break down complex syntax, alongside graphic organizers, sentence frames, and ELL-specific lesson adaptations.

- **Odell Education (High School ELA):** Utilizes explicit text-analysis protocols, structured discussion routines, and vocabulary tools to guide MLLs through complex, grade-level texts.
 - **Illustrative Mathematics / IM (Math):** Integrates Math Language Routines (MLRs)—including *Stronger and Clearer Each Time*, *Collect and Display*, and *Compare and Connect*—to provide structured opportunities for students to talk, write, and process mathematical concepts with peers.
- **Frequent Oral Language Production:** Teachers incorporate short, structured “Turn and Talks” every 5–10 minutes during direct instruction. Prompts are paired with sentence stems to afford low-stakes processing time and build academic language fluency.
- **Translanguaging Practices:** Students are encouraged to leverage their home languages during partner conversations and brainstorming to deepen conceptual processing prior to producing output in English.
- **Adaptive Mathematics Program:** To support individualized skill progression, students engage with an adaptive math platform that operates as a supplement to core Illustrative Mathematics instruction. The system continuously assesses individual skill mastery, dynamically adjusting problem difficulty and providing targeted remediation on prerequisite skills without pulling students away from core grade-level learning.
- **Expanded Mentoring and Advisory Framework:** Mentoring serves as a core pillar of student equity, belonging, and academic access at Summit. Every student is paired with a dedicated mentor who provides consistent academic, personal, and social-emotional guidance throughout their school journey:
 - **Equitable Access to Opportunities:** Mentors act as student advocates, ensuring every student—regardless of background, language background, or learning profile—has equal access to advanced coursework, enrichment activities, extracurricular opportunities, and post-secondary planning.
 - **Individualized Goal Setting & Tracking:** Mentors hold regular 1:1 check-ins with students to review self-directed learning goals, monitor academic performance across all subjects, analyze assessment data, and build agency and self-advocacy skills.
 - **Family-School Partnership:** Mentors serve as the primary point of contact for families, ensuring transparent communication, bi-directional feedback, and a unified support network between home and school.
- **Dedicated Intervention Blocks:** The daily schedule includes designated intervention and enrichment periods. During these blocks, educators deliver targeted small-group instruction to address specific learning gaps identified through formative assessments, while other students engage in extension activities or independent mastery tasks.
- **Specialized Supports for Diverse Learners (IEP and 504 Implementation):** Services for students with special needs and individualized accommodations are managed distinctly from language-acquisition supports, ensuring that legal compliance and specialized pedagogy are fully maintained:
 - **Alignment with State Law and Best Practices:** IEP and 504 supports are delivered in full alignment with state laws, federal regulations, and evidence-based practices designed to serve diverse learners in the least restrictive environment.
 - **Targeted Accommodations & Modifications:** Co-planning between general education and special education teams ensures that accommodations (such as assistive technology, modified assignments, chunked tasks, and extended processing time) are implemented as needed to provide full access to grade-level standards.
 - **Systematic Goal Monitoring:** Student progress on Individualized Education Program (IEP) goals and Section 504 plan accommodations is monitored continuously through data collection and regular multidisciplinary team reviews.
- **Student-Led Discourse and Discussion Protocols:** Facilitating deep, student-led academic discourse is an active instructional priority across grade levels and content areas. To build towards fully

autonomous student discussions, teachers utilize explicit, evidence-based discourse protocols embedded within our curriculum frameworks:

- o **Math Language Routines (IM):** Protocols such as *Stronger and Clearer Each Time* guide students through iterative cycles of partner dialogue, feedback, and refinement of mathematical explanations.
- o **Language Dives & Text-Based Seminars (EL / Odell):** Structured routines require students to analyze sentence structures collaboratively, cite text evidence, and build upon or respectfully challenge peer arguments.
- o **Scientists' Circles (OpenSciEd):** Students sit in a circle to collectively map out explanations of scientific phenomena, evaluate competing models, and reach consensus through facilitated peer dialogue.

Context of the Site Observation Sample

To place the visiting team's findings in exact context, the school notes that the observation sample consisted of specific, limited classroom visits over a short duration. The visiting committee spent roughly 60 cumulative minutes in a handful of classrooms.

Furthermore, the visiting committee itself observed and documented several instructional practices during this window that align directly with best practices for diverse learners.

Summary of Observed Classroom Strengths

Focus Area	Demonstrated Classroom Evidence
Posted Objectives	Clear, measurable learning targets were visibly displayed and referenced across classrooms to orient student focus.
Purposeful Learning Environments	Classrooms demonstrated structured routines, clear expectations, and learning tasks aligned directly to lesson goals.
Checks for Understanding	Teachers regularly utilized real-time formative checks (e.g., exit tickets, cold calls, whiteboard responses) to gauge student comprehension during instruction.
Well-Prepared Instruction	Lessons showed evidence of thorough planning, alignment to standards, and ready availability of instructional materials.

Instructional Consistency	Foundational pedagogical practices were observed consistently across different grade levels and subject areas throughout the school.
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Standards alignment

Report reference: Opportunities, Students

What the draft states: The draft states that ensuring alignment between the school's programs and state standards should ease discrepancies with SBAC scores.

Response:

While Summit Public Schools curriculum has always maintained alignment with state standards and focused on supporting all learners, we continuously leverage data and improvement practices to refine our academic program. Adherence to state standards through the integration of High-Quality Instructional Materials (HQIM) and the deepening of instructional practices serve as central elements of our improvement strategy at Summit Tam.

Supporting documentation attached or referenced:

[Course by Course Descriptions SY27](#): Provides detailed scope and sequence descriptions for ELA, Math, Science, and History, identifying the primary Common Core State Standards (CCSS), Advanced Placement frameworks, and core skills emphasized across every course in grades 6–12.

Curriculum adoption sequencing

Report reference: Opportunities, Teachers

What the draft states: The draft records that teachers noted the challenges of adopting several new curricula in a single year.

Response:

We know that best practice is to review curriculum on a regular cycle, making sure materials accurately reflect best teaching practices, alignment to standards and best support student learning. We use a regular curriculum schedule to assess curriculum and make decisions as to whether we need to adopt new materials. When we decide to adopt new materials we use rubrics and tools such as the IMET to support our review and adoption processes.

At the same time, we understand that curricular changes - large or small - have a big impact for teachers. As a network and school, we work very hard to be deeply transparent with our educators about why we are making any shifts, receive their input as we consider decisions, and provide thoughtful support alongside the implementation. While not an easy process, we also believe that making curriculum decisions, grounded in research and careful consideration that will best support the needs of our students are important decisions to make. We do work within a sequence of curriculum adoption to try to minimize the impact.

Curriculum review cycle

2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Middle school science: OpenSciEd	High school science	English Language Arts MS/HS	Financial literacy	Spanish
Spanish: Summit Learning	History: Ethnic studies approach*	Update to IM360		

* California [law](#) requires that all public schools offer 1- semester-long course on ethnic studies by the

Curriculum shifts in SY26-27

- ELA grades 7-10 (EL for 7-8; Odell 9-10)
- Math

Summit Public Schools has used the Illustrative Math (IM) curriculum since 2019. During that time our approach to curriculum was an integrated approach. Prior to the 2026-2027 school year IM did not offer a formal integrated sequence. Instead, there was guidance aligned to Common Core State Standards. In 2026 IM released their own formal integrated form of the curriculum, IM360. We formally adopted this curriculum and made some shifts to our internal sequence of units. So while this was not a formal new curriculum adoption process, we understand that some faculty members may perceive the shift in unit sequence, etc as a shift.

Teacher credentialing

Report reference: Opportunities, Teachers; Appendix, leadership questions

What the draft states: The draft states that the school is below state or District averages for teachers holding Clear credentials, citing 49.8% against a statewide figure of 82.5%.

Response:

The draft report offers a citation to the California Dashboard for these data, which in turn pulls from the California Department of Education DataQuest Report for 2023-24. All Summit teachers are appropriately credentialed. Our current teacher credentialing information is:

- **79.3%** (23 out of 29) of Tam teachers hold a Preliminary or Clear Teaching Credential.
- **13.8%** (4 out of 29) hold an intern credential and are currently on track in their program to earn a preliminary teaching credential.
- **6.9%** (2 out of 29) are on an emergency permit for the 26-27 school year with plans to pursue their teaching credential.

As we have shared in our charter petition as well as with District staff, we have worked hard to develop a number of sustainable strategies to support the recruitment and retention of excellent, credentialed, teachers at Summit Tam and more broadly. We developed an in-house induction program in the 2016 schools year and it is fully accredited by the CTC where we are actively working to support our preliminary credentialed teachers to receive their clear credentials. Moreover, our intern credentialed teachers are also sometimes part of our [Marshall Teacher Residency](#) (All four interns on our team right now are Interns in this program). We understand that qualified educator recruitment and development is a very real challenge across our region and nationally and we look forward to continuing this conversation with our District partners.

Independent study scope

Report reference: District Staff table

What the draft states: The draft states that the charter oversight team is meeting with school leadership to determine readiness for aspects of AB 126, particularly in independent study.

Response:

We appreciate the review team's interest in ensuring that the school understands the implications of recent legislation, specifically AB 126 which was adopted in July 2026. As indicated when we met, we have reviewed our policy and plans with counsel and the Summit Board adopted updated policy at their August 20, 2026 meeting. We have provided responsive supplemental information on this topic through interviews on September 8, 2026 and through our written follow up on September 11, 2026 and hope to see this updated to reflect the same.

Assessment practices and implementation

Report reference: School Leadership

What the draft states: The school did not track student participation in school-wide formative or summative assessments throughout the year.

Response:

This claim is not a fact. Summit Tam maintains robust internal systems to monitor student participation across both formative and summative assessments, and there is no legal renewal standard governing internal assessment participation rates. Regarding state-mandated testing, CAASPP participation is governed separately by Education Code Section 60640 and 2020 Condition #5. Summit Tam consistently achieves a strong track record of testing 95%+ of all students overall on the CAASPP each year. In a smaller school population, a single caregiver opt-out can heavily skew percentage metrics for smaller student subgroups. Despite fully honoring caregiver rights under California law to opt students out, our overall CAASPP participation remains high, with Students with Disabilities achieving 93% participation in 2024-25 (39/42 students), 93% in 2023-24 (27/29 students), and 90% in 2022-23 (21/23 students).

Regarding internal interim measures, our network utilizes NWEA MAP alongside classroom-based formative tools to guide daily instruction, strategic student grouping, and targeted interventions. NWEA MAP is an optional verified data source for charter renewal purposes. During the 2025–26 school year, Tam achieved a 93% participation rate across MAP subtests. Because this was below the 95% participation threshold required for MAP to qualify as a verified data source, MAP results are not included as verified data in the renewal petition. Contrary to the finding, Summit Tam systematically tracks assessment engagement, and our District

Screen time and technology use

Report reference: Students

What the draft states: Classrooms did not contain other means of learning and communication beyond computers. All learning is through screens, and this may have a long-term detrimental effect on learning.

Response:

First, this specific item is attributed directly to District staff observation and speculation, yet it has been placed in the "Students" row designated exclusively for direct student input; we request that this statement be re-attributed accurately or moved to the appropriate staff-focused section of the document. Second, the assertion that current practices "may have a long-term detrimental effect" represents a forward-looking prediction with no cited basis, empirical data, or cognitive science research provided in the report. Finally, Summit Tam's model aligns directly with learning science and cognitive architecture principles. Rather than relying exclusively on screens, our classrooms actively balance digital tools with non-screen instructional activities—including science labs, Expeditions, structured discussion protocols, physical written work, and collaborative projects—to maximize long-term retention and higher-order thinking for divergent learners.

Athletic and extracurricular offerings

Report reference: Parents

What the draft states: Parents expressed that attending a charter school limits access to sports and other extracurricular options found at a larger comprehensive high school.

Response:

While this feedback represents a statement of what parents expressed regarding school size, program scope is a stated charter design feature explicitly disclosed in our approved petition. While small school size naturally impacts facility scale compared to a comprehensive high school, Summit Tam recognizes the importance of a well-rounded school experience and offers a robust athletics program alongside diverse extracurricular opportunities designed to engage students across all grade levels.

High school students participate in the High School Athletic Program as active section members of the North Coast Section (NCS) competing in the Bay Area Independent Athletic League (BAIEL), which includes CIF-recognized sports across all seasons: Boys Soccer, Volleyball, Basketball, Cross Country, and Track and Field, alongside Girls Soccer, Basketball, Volleyball, Cross Country, Flag Football, and Track and Field.

For the Middle School Athletic Program, Summit Tam partners directly with the City of Richmond and the Richmond Recreation League to provide competitive league play in Co-ed Flag Football and Soccer, as well as Boys and Girls Basketball and Volleyball. Beyond competitive sports, Summit Tam provides structured extracurricular immersion through our specialized Expeditions Program, where every student participates in multi-week, full-day experiential courses integrated directly into the academic year covering visual and performing arts, career-technical pathways, leadership, community engagement, and specialized electives ([detailed in our complete XPD Catalog SY26.pdf](#)). This combination of competitive league athletics and immersive Expeditions instruction ensures our students receive a dynamic, well-rounded education that rivals the offerings of larger comprehensive schools within a small, supportive learning environment.