

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

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Staff Report for the Summit Tamalpais Charter School Renewal Petition

Date: 09/22/2026

Charter School Overview

School Name	Summit Tamalpais
Charter Management Organization	Summit Public Schools
Grades Served	7th through 12th
5 year enrollment history	2022-23 – 613 2023-24 – 650 2024-25 – 625 2025-26 – 619 2026-27 – 659
School Location	3020 Hilltop Mall Rd., Richmond
School Original Charter Date	August 1, 2016
State Number of Charter School	1774
CDS Code	07617960133637

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.

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SUMMARY OF FINDINGS

Strengths	Opportunities
The school has a warm and supportive culture as acknowledged by students, parents and leadership. The mentorship program is particularly well-suited to student support. The petition lays out a plan to strengthen low student learning results in English Language Arts and Math. The petition describes, and the visit confirmed that a new curriculum has been adopted for English Language Arts and Math to ameliorate low student performance on standardized tests as demonstrated by the 2025 Dashboard. The school has adjusted its schedule to target Multi-Lingual Learners each day by placing like-tiered students into groups for language acquisition support. The petition also said this time is used for math support. The school employs a single path model for all students to prepare them for College & Career that is effective, thanks in part to the addition of a Spanish AP course plus the requirement that all students take an AP test. The 2025 Dashboard rated College and Career as Green, with 89.3% prepared (although the percent un-prepared did decline by 4.9%). Although the Graduation Rate rated Orange and showed a decline of 5% from the prior year, results are still impressive at 89.3% graduating. The Expedition program is innovative and compelling.	The school did not track student participation in school-wide formative or summative assessments throughout the year, and was unable to provide data on student learning for ELA or Math for the 2025-26 school year as a result. The school submitted the petition well before the 2026 Dashboard was available, and each of these factors resulted in a dearth of data for evaluation. Multiple attempts were made to secure embargoed data, and the organization refused citing concerns regarding sharing the data with the District (see appendix V.). As a result, much of the performance analysis was made using data from 2025. The 2025 Dashboard data are troubling, with most categories falling below the state averages, the legal comparison used to determine a school's performance rating (Low, Medium or High). The Expedition program removes students from the classroom for 30 days each academic year. Students engage in Independent Study (IS) during those days away. New legislation tightens deliverables for Independent Study to require ELA, Math, History/Social Studies and Science be included commensurate in quantity and quality with work produced in a classroom. While the Expeditions program is innovative it does result in significant time away from the classroom, impacting student learning. Combined with the rise in Chronic Absenteeism (up in 2025 by 2.9% to 27.4%), Student progress will need close monitoring by the charter school and the District. While the petitioners used selected District schools to perform its comparisons, subgroup analysis shows this to be an unequal comparison, discussed later in this report. Further, the law points to comparisons with the state as the benchmark. Accordingly the District encourages Summit to focus on state data. The Summit Leadership Team relayed that they failed to test adequate numbers of students last year

	using their stated platform (MAP Growth NWEA) for any of the three sessions described in their charter petition.
Staff Recommendation In addition to the renewal petition and information gathered by the District during the previous charter term, the District must consider Summit Tamalpais’ performance on the California School Dashboard. (Ed. Code, § 47607, subd. (c).) The CDE designates charter schools as “low-performing,” “middle-performing,” or “high-performing,” based on two years of Dashboard performance. The California Education Code includes standards for renewing charter schools based on their placement within such tiers. Summit Tamalpais received performance color levels below the state on the 2025 Dashboard in: 1. English Language Arts (ELA); 2. Math; 3. English Learner Progress (ELP); 4. Chronic Absenteeism; 5. Graduation Rate & 6. Suspension rate, but matched the Green rating of the state in College/Career rates. At the time of this review with limited data centered on 2024-25 Dashboard results Summit Tamalpais was rated a Middle Performing school by the California Department of Education. California Education Code 47607.2. (b) provides the standard for considering the renewal of a middle performing charter school: A chartering authority must consider the following in its renewal petition review process, while providing “greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal”: 1. The schoolwide performance and performance of all subgroups on the Dashboard, providing; and, 2. Clear and convincing evidence, demonstrated by verified data, showing either: (a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (b) strong postsecondary outcomes equal to similar peers, as defined by college enrollment, persistence, and completion rates. A middle performing charter school may only be denied if the chartering authority finds that: 1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and, 2. Closure of the charter school is in the best interest of pupils, with greater weight provided to academic performance demonstrated through verified data.	

A middle performing charter school shall be renewed for a five-year term. (Ed. Code, § 47607.2, subd. (b)(7).)

The Charter Review Team recommends renewal for a five year term.

If the charter is renewed, the District review team recommends that the District take steps to ensure legal compliance with new laws stemming from the passage of AB126 concerning Independent Study work products and new required staffing, and to check for improved student learning:

- Monitor the Summit Dashboard upon release on October 15, 2026. In the event that student learning in ELA and Math has not improved, the WCCUSD Board may choose to send a Notice of Concern requesting a written improvement plan. It is suggested that District staff monitor student learning through review of the in-house assessment system used by Summit (NWEA).
- Monitor Special Education files and determine service provision to insure students receive mandated services beginning in the 2026-27 Expeditions program.
- As directed by AB126, meet with Summit auditors prior to the audit to ensure the Independent Study (IS) practices, policies and student work products meet with California Education Code sections 51744-51749.6.
- Monitor staffing during Expeditions periods to insure the teacher to student ratio is 1:25 to match the schools standard staffing ratio, per AB126.

Evaluation Method

Standard for Review of Charter Renewal Petitions

California *Education Code* Section 47607 lays out the renewal standards:

Petition Elements

Renewals of charters are governed by the standards and criteria described in *EC* Section 47607. Pursuant to *EC* Section 47607(b), renewals of charter are governed by the standards and criteria described in *EC* Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Generally, this means that the petition for renewal should include:

1. Any updates to reflect the charter school's obligations to comply with laws that have been added since the charter petition was originally approved, and
2. Any updates that reflect changes made to the program, including but not limited to key areas such as charter school operations, governance, budget, location, educational program, and student enrollment.

The legal guidance continues:

Performance Categories

Pursuant to *EC* Section 47607(c), as an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard). Specific information regarding performance categories is available at [Performance Categories](#).

Categories, defined below, are determined by using data for the two previous Dashboard years to make performance categories. Two Criterion are used. First, using Criterion 1, Performance Colors must have at least two academic indicators (Math, ELA, CCI, ELP +/- Science at the school level in each of the two Dashboard years.

To attain a High Performing rating, the school must have Blue and/or Green in **all** state indicators for two years. To attain a Low Performing rating, the school has Red and/or Orange on **all** state indicators for two years. Schools that fall into neither category are placed in the Middle performance category. Charter schools that do not meet Criterion 1 requirements for presumptive

renewal or non-renewal are subject to Criterion 2.

The following two conditions apply for charters under Criterion 2.

1. Limited to academic indicators (ELA, Math, CCI, ELPI, and Science)
2. Limited to only those academic indicators with a color.

Performance determinations under Criterion 2 are based on the overall Status for both the charter school and its student groups, and how they compare with the statewide averages for the two previous Dashboard years. The state's Status is used as the "statewide average" for the academic indicators.

- High performing charter school—Section 47607(c). A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- Middle performing charter school—Section 47607.2(b). A charter school in this category may be renewed for a five-year term.
- Low performing charter school—Section 47607.2(a). A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47607.2(a)(4).

The Summit petition was submitted on July 23, 2026, however as the California Department of Education (CDE) does not release the prior year Dashboard until October 15, 2026 the WCCUSD hearing date does not allow for evaluation of the 2026 data. Based on Summit Tam's 2025 data, the school was rated as a Middle Performing school. As explained above, the single data point of College & Career prevented the school from a Low Performance rating in 2025.

Verified Data

While the law does permit submission of "verified data", that category is narrowly defined and listed next.

Pursuant to *EC* Section 47607.2(c)(2), the California State Board of Education (SBE), at their November 2020 meeting, approved the criteria to define verified data as well as a list of valid and reliable assessments, and measures of postsecondary outcomes. The approved list is effective until January 1, 2026. No data sources other than those adopted by the SBE can be used by a chartering authority as verified data. Detailed information regarding this topic is available at [Verified Data](#).

The school did present compelling post-secondary data to support the College and Career

readiness as Verified Data. However, as stated earlier in this document the review team did not have internal assessment data such as the NWEA assessments for reviewing student learning beyond College and Career.

Review of Updates

The team reviewed the petition document to ascertain whether the impacts of AB126 were evident. Signed into law in July of 2026, this bill increases financial oversight, transparency and accountability for charter schools and the Districts or Counties that provide oversight. Among other impacts the new laws direct the following changes:

- **Strengthen Financial Audits:** increases auditor training requirements, requiring auditors to meet with oversight districts or county offices to identify possible concerns by the authorizer, increased demands regarding disclosures by charter board members and increases in training regarding conflicts of interest and ethics. Schools must also identify top earners, and report large asset transfers. (Effective July 9, 2026.)
- **Increases in Authorizer oversight duties,** including reviews of audits and correction plans. Authorizers are now required to attend at least one charter board meeting each year. Authorizers must also conduct period checks on credit and debit card expenditures from charter schools. (Effective July 1, 2027.)
- **Independent Study (IS) Rules:** The bill clarifies documentation and work-sample guidelines for IS, aligns staffing ratios. Failure to comply with changes impacts Average Daily Attendance (ADA) funding. (Effective July 9, 2026.)
- **Fraud Detection:** Authorizers who reasonably suspect misappropriation or fraud are directed to notify the state and county superintendents, and they will be backed by stronger auditing sample protocols. (Effective July 1, 2027.)
- **New Contractor-Approval Policy:** Education Code section 51827 explicitly restricts using public funds for sectarian or discriminatory materials, demands contracts reflect reasonable market values, disallows season passes or memberships to amusement parks, zoos, etc., and requires criminal-records clearances under Section 45125.1. (To be implemented by July 1, 2027; while contracts in effect on or before July 1, 2027, are not invalidated, charter schools should not enter into a new agreement that would be operative after this date if the agreement conflicts with section 51827.)
- **Teaching Assignment Changes:** Beginning in 2027, any teacher who offers a course in which pupils receive course credit or count as toward instruction minutes or both must hold the certificate, permit or other document required by the Commission on Teacher Credentialing. The practical effect is that the teacher of record for IS must be a charter school employee rather than a non-employee contractor. (Effective July 1, 2027.)

Summit leadership are encouraged to review their program, particularly the Expeditions program to insure sufficiency in these new laws.

Process Steps

1. The Charter School submitted a renewal petition to the District on July 23, 2026.
2. The site visit to Summit Tamalpais for both regular and annual renewal petition element review was completed on Wednesday, September 2, 2026 attended by the District team listed on the table following this list.
3. The Charter School presented their petition in a public forum at the Wednesday, September 9, 2026 WCCUSD meeting of the Board of Trustees.
4. The Decision Hearing takes place on Wednesday, October 7, 2026.

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

This team was assisted by Ms. Margarita Romo, Coordinator, Dr. Linda Delgado and Mr. Douglas Pelton both from EdMetrix Consultant Firm.

Renewal Site Review Process and Findings

Arrangements were made with the Summit Tamalpais team for the visit, consisting of semi-structured interviews with Summit leadership conducted by the full WCCUSD team. Next, elements of the WCCUSD team toured classrooms observing for evidence of strong teaching or areas of growth. Simultaneously the site was reviewed for adequacy, and a second team interviewed parents, students and teachers.

After debriefing with the WCCUSD team, then the Summit Team a report was drafted for review– shared for feedback on accuracy with the District and charter teams. The results follow.

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	The school did not track student participation in school-wide formative or summative assessments throughout the year. Assessment guides instruction, so ensuring the site can adequately administer and evaluate results is critical. 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%). In 2025-26, the school had 12.8% of students receiving Special Education services. The District educated SpEd students at a rate of 15.8%. The school relayed that they either have or had a student in a non-public school transition program for which they are/were responsible.

	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 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.
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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 <i>per the Summit program’s progress</i>, ensuring alignment between the internally-generated programs/rubrics 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 and to a limited degree, classroom teachers. Most learning is through screens, and this may have a long-term detrimental effect on learning.
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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 expressed that having a child attend a charter school limits access to organized, competitive sports, a wider variety of semester-length electives such as band, art, and drama as are found at comprehensive high schools.
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	Parents appreciated that the school is able to participate in tough conversations when the need arises.	
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Teachers	Teachers appreciate the opportunities provided by the <i>Expeditions</i> (immersive, multi-week elective and career-exploration programs) schedule 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 expressed appreciation for improved consistency in coaching during this first month. They look forward to this support throughout. 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.	Teachers noted that there are challenges in adopting several new curricula in a single year regardless of the support received . 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.	Learning is nearly always mediated through computers, limiting the ways students understand and demonstrate learning.

	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. 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.	In the classrooms selected by the school’s leadership for observation during the hour-long visit, instructional practices were 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. While capacities in this are helpful and important, it must be combined with objective learning feedback such as is provided by standardized assessments. The use of the Summit-generated rubric is problematic as it does not consistently map to actual objective learning data (SBAC results). The team noted that during the leadership interview Summit staff relayed that they used a Special Education interview post enrollment to help families understand whether the program would meet their child’s needs. It appeared that the Summit team was unaware that all students, regardless of service needs, must be served. 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. 2. 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. 3. Frosted glass inside school buildings is discouraged because it is not possible to see inside 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
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		a variety of other providers, and each will now need to be trained, and training will require tracking and this will be audited. The Charter oversight team sent multiple inquiries to Summit leadership to determine the organization's readiness for other aspects of AB126, particularly in Independent Study. These inquiries may be found in the appendices.
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Students Served

Ethnicity

This table provides percentages of enrollment for each of the ethnicities tracked by the CDE. The table includes nine District or District-sponsored high schools. An analysis of the data is provided following the table.

2025-26	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Summit: Tamalpais	619	8.6%	0.2%	7.1%	1.9%	76.3%	0.2%	3.1%	2.4%	0.3%
Aspire RCCPA	606	8.7%	0.3%	6.3%	1.2%	75.2%	0.3%	1.2%	2.1%	4.6%
De Anza High	1,023	18.4%	0.1%	12.4%	4.7%	52.6%	0.9%	6.2%	4.8%	0.0%
El Cerrito High	1,361	12.9%	0.2%	16.1%	1.5%	33.2%	0.6%	26.1%	9.4%	0.0%
Hercules High	817	16.4%	0.2%	19.0%	23.6%	25.0%	0.9%	6.7%	8.1%	0.1%
Kennedy High	625	14.4%	0.6%	4.3%	0.6%	74.7%	1.0%	2.6%	1.8%	0.0%
LPS: Richmond	572	3.3%	0.0%	0.7%	0.0%	94.4%	0.2%	0.2%	0.3%	0.9%
Pinole Valley High	1,224	15.9%	0.2%	9.2%	8.0%	52.5%	0.3%	9.1%	4.7%	0.0%
Richmond High	1,233	5.0%	0.2%	2.6%	1.1%	89.1%	0.2%	1.0%	0.9%	0.1%
Middle College High	290	9.0%	0.0%	20.7%	7.9%	50.7%	0.0%	6.9%	4.8%	0.0%
WCCUSD (non-charter)	24,760	10.5%	0.2%	11.2%	4.7%	55.1%	0.5%	10.3%	7.4%	0.0%
Contra Costa County	168,335	7.7%	0.3%	15.1%	4.2%	38.7%	0.6%	23.7%	8.1%	1.6%

Table 1: Dataquest 09/01/2026

Of the nine schools above, there are more African American students at seven. American Indian and Alaska Native and Pacific Islander students are served in approximately equal percentages at each school. Asian students are served in larger percentages in five District schools, and Filipino students are served in greater percentages in four District schools. Latino and Hispanic students are served in larger percentages at Summit than at seven District schools, and Richmond High

serves more by approximately 12%. White students are served in larger percentages in five District schools, and two or more races are served in larger percentages in five District schools.

Student Subgroups

Table 2 below shows the percentages of unduplicated students. Research has shown that these groups of students may need more support, and they are tracked to ensure they receive it. As these categories do impact student learning, analysis of a school's performance is viewed through this lens to understand challenges and to ensure that all students who wish to be admitted are, and that reasonably equivalent students are enrolled at all District or charter schools. Analysis follows.

2025-26	Summit Tam MS/HS	Kennedy HS	Aspire CCPA MS/HS	De Anza HS	El Cerrito HS	Hercules HS	LPS HS	Pinole Valley HS	Richmond HS	Middle College HS	WCCUSD all grades non-charter
English Learners	26.2%	44.8%	18.0%	23.6%	9.6%	5.8%	27.4%	12.5%	41.1%	0.7%	27.5%
Foster Youth	0.0%	0.6%	0.2%	0.2%	0.4%	0.0%	0.3%	0.1%	0.3%	0.0%	0.2%
Homeless Youth	0.0%	5.1%	0.8%	2.1%	1.8%	1.2%	0.3%	2.5%	3.8%	0.3%	1.7%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	12.8%	14.4%	17.5%	17.3%	13.9%	12.6%	8.2%	13.5%	13.0%	0.3%	15.6%
SED *	74.5%	82.9%	82.8%	73.3%	38.9%	48.0%	77.4%	60.9%	82.9%	64.8%	65.5%
All Students	619	625	606	1,023	1,361	817	572	1,224	1,233	290	24,760

Table 2. *SED (Socioeconomically Disadvantaged). Data from Dataquest 09/01/2026

Of the ten schools compared above, Summit Tam serves more ELs than five District schools. They serve fewer than 1 other charter school. Compared to the District non-charter schools, however, they have a smaller percentage. Summit Tam has no Foster Youth, compared to seven other schools (both charter and non-charter). Similarly, there are no Homeless youth served, as opposed to all other schools which show percentages from .3% to 5.1% at one District school. In service to Students with Special Needs, Summit most closely matches one District school, but that school serves students with Extensive Service Needs (ESN)-- formerly known as students requiring Moderate to Severe needs. In terms of schools, both Charter and District, the school

serves fewer than six of the schools shown in the table. Compared to the District average (15.6%) the school is undeserving special needs students and as shared by the Summit team, there are no ESN students.

The petition offered student learning comparisons to two District High Schools: Kennedy and Richmond High, and a variety of Middle Schools including Helms and DeJean with data provided over three years. The California Department of Education is clear that comparisons with District schools are moot: charter schools are now evaluated based on their performance compared to the state data. If the reader is curious about the schools placement within a comparison of all District and Charter schools serving students in West Contra Costa Unified, a comparison is available in the Appendix XI of this report.

Student Retention

This table provides data acquired from the CDE specifically to help Districts understand the degree to which students stay in a school, and how well those students performed in testing. This enables Districts to understand whether or not students and families are satisfied with their school, and also to safeguard against schools counseling students out who are struggling with learning– a practice that is forbidden.

<i>Students Leaving Before the End of The Year</i>				
<i>Percent leaving before end of year</i>	2022-2023	2023-24	2024-25	Average
<i>Average leaving before end of year</i>	8.46%	11.14%	11.60%	10.40%
<i>ELA Distance from Std.</i>	-38.17	-17.84	-51.69	-35.9
<i>MATH Distance from Std.</i>	-94.89	-100.97	-83.5	-93.12
<i>Percent of Students not returning</i>				
<i>Average not returning</i>	11.39%	15.23%	14.62%	13.75%
<i>ELA Distance from Std.</i>	-53.41	-30.27	-21.42	-35.03
<i>MATH Distance from Std.</i>	-103.13	-116.96	-60.2	-93.43
Cumulative Enrollment	613	650	629	N/A
School Averages				

<i>ELA Distance from Std.</i>	-33.1	-37.3	-56.9	
<i>MATH Distance from Std.</i>	-119.2	-107.4	-121.8	

*Table 3: *Data from the CDE for use in renewal petition reviews*

This table is understood by reviewing trends in each row, and comparing the “School Averages” section at the bottom of the table. The term “Distance from Standard” (dfs) shows how far students are from the grade level standard.

The Student percentages of overall enrollment who left Summit Tam prior to the end of the year grew each year from 2022-23 to 2024-25 by 3.14% (8.46% to 11.60%). Of the students who left in the most recent year for which data are available; 2024-25, student SBAC results were closer to the Standard by an average of -5.61 points than the school average of -56.9. In math the students who left were closer to the Standard by more: -38.3 points (-83.5 dfs versus -121.8 dfs). This suggests that students who left were not counseled out, but left for other reasons such as dissatisfaction with the program.

Data on the percentage of students who did not return to the school have fluctuated year over year, ranging from 11.39% to a high of 15.23%. In the 2024-25 school year (SY), the students who did not return were closer to the standard than their peers who remained at the school. The differences were in ELA (-35.48 points) and math (61.6 points).

Renewal Criteria I: Has the charter school presented a sound educational program?

California State Dashboard

a. Overall Performance

ELA Performance

As stated elsewhere in this report, the school submitted their petition prior to the public release of the Dashboard. They had the embargoed data, but chose not to supply it to the District for review, citing concerns about the embargo. They did not supply “Verified” performance data beyond the College and Career data as they did not adequately perform any of the three student

assessments due to errors in administration. As such, the WCCUSD Charter team used several ways to analyze student performance from the Dashboard. First, a look at the school’s combined average over time. The following table presented on the Dashboard shows change over time for the years including 2019; 2022; 2023; 2024 & 2025. The gap in data stems from the CDE decision to pause reporting for the 2020 and 2021 school year due to the pandemic and related school closures. Table 4 provides data for these years, and serves to illustrate the trajectory.

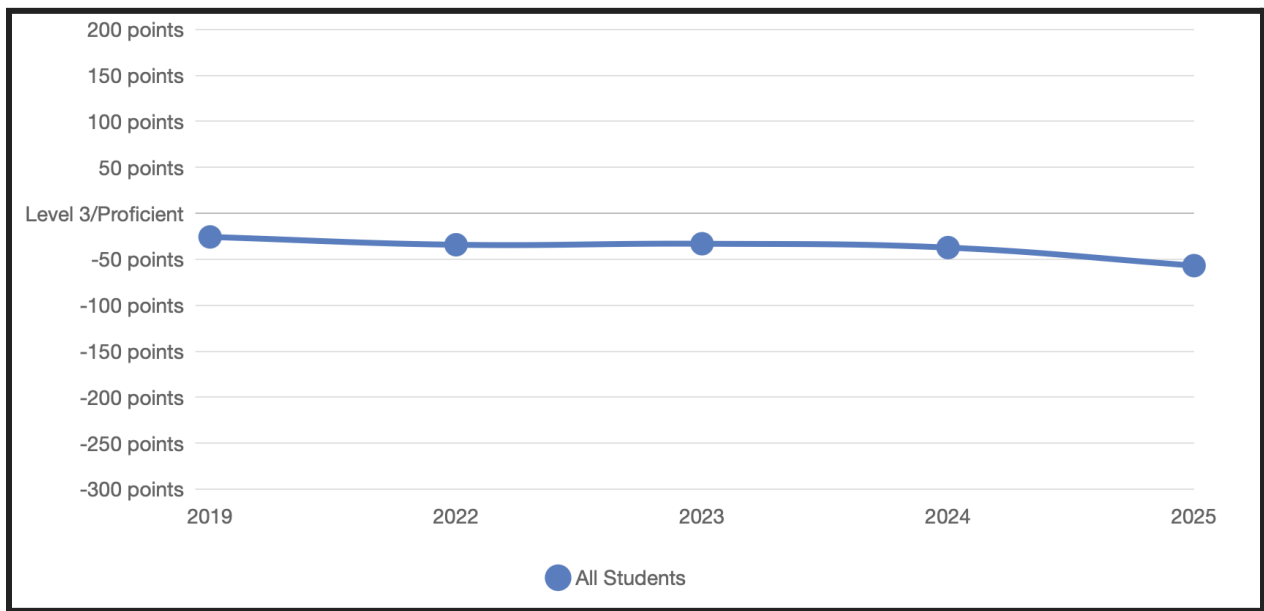


Table 4, data from CA state dashboard 09/12/2026

The 2019 Distance from Standard (DFS) was -25.7 points, and dropped over time to -56.9 points DFS in 2024-25. The drop in results was 31.2 points. The data clearly shows declines in student learning from the initial 2019 assessment to the 2025 data.

Math Performance

The 2019 DFS for Math was -46 points below, and by 2024-25 the results show a DFS of -121.8. The drop in results was a difference of 75.8 points. The most precipitous drop occurred between 2019 and 2022, possibly due to the fact that the student learning as measured by the SBAC covered multiple years during that segment. These data are provided in table 5.

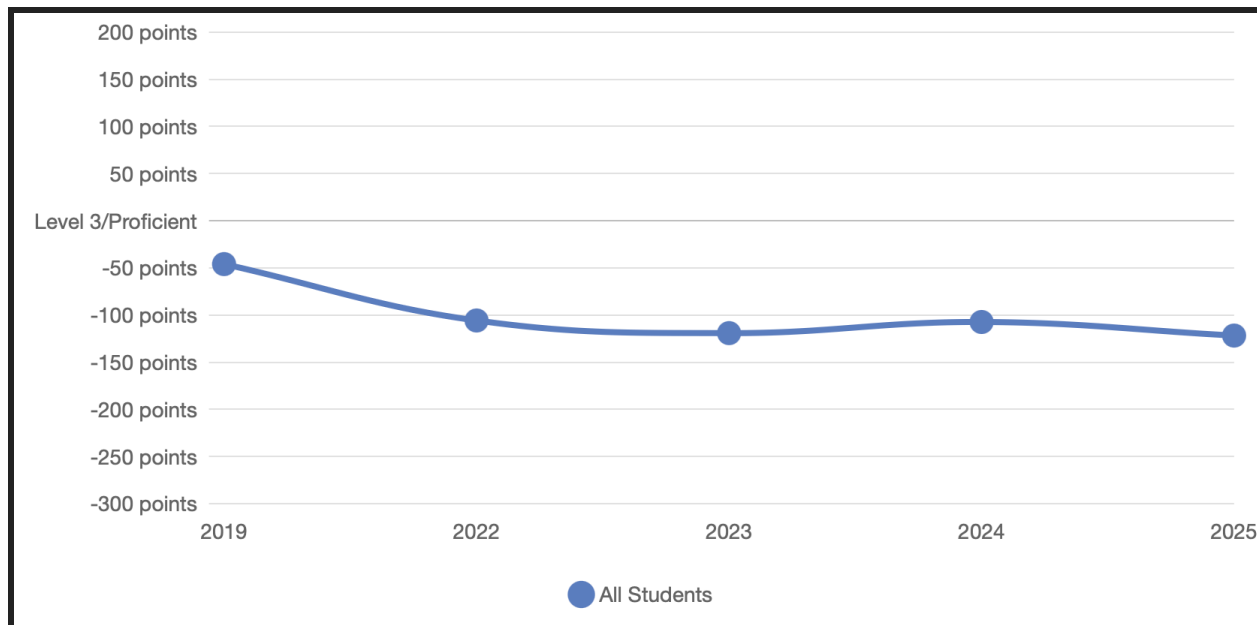


Table 5, data from Cade Dashboard 09/12/2026

b. Student Groups Served: Dashboard

The next table shows data specific to enrolled student groups including African American, Hispanic and Latino, Students with Disabilities, Multilingual Learners and Socioeconomically Disadvantaged students (SED). Respectively these groups constitute 8.6% (AA), 76.3% (H&L), 12.8% (SpEd), 26.2% (MLL), and 74.5% (SED). These data do not add up to 100%, as students may fall into more than one category.

As stated earlier in this report, the new comparison standard for charter schools is the state, through which designations of school performance are made (Low, Middle or High Performing). These categories are made up of two metrics: current year results to mark *Status*, and growth or decline compared to the prior year: *Change*. A school may have a closer Distance From Standard, but show a decline from the prior year earning a lower color. The color is used to determine program strength and to earn a school a Low, Medium or High Performance score. It may be helpful to be reminded that the colors run from strongest (Blue) followed by Green, Yellow, Orange and Red (lowest). The diagram below provides the labels and colors used in this report to match those of the CDE.

Blue: Highest	Green: High	Yellow: Medium	Orange: Low	Red: Lowest
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In the following table, the comparison data described above are used. To illustrate the group closest to standard, we use a fuchsia boundary around the strongest color (when available), and if that is not provided due to insufficient numbers of students taking the assessment, we use DFS.

2024-25	ELA	MATH	College/Career
Summit Tam.African Amer.	-17.3 dfs (28 students)	-74.4 dfs (28 students)	data not displayed for privacy (4 students)
State African Amer.	-51.3 dfs	-95.8 dfs	Prepared 35.7%
Summit Tam.Students with Disabilities	-121.7 dfs (39 students)	-196.6 dfs (39 students)	Prepared 75% (12 students)
State Students with Disabilities	-89.4 dfs	-120.7 dfs	Prepared 18.7%
Summit Tam.English Learners	-109.4 dfs	-158.7 dfs	Prepared 82.1%
State English Learners	-59.9 dfs	-86.1 dfs	Prepared 24.3%
Summit Tam.Hispanic / Latino	-73.5 dfs	-139.6 dfs	Prepared 88.6%
State Hispanic / Latino	-33.7 dfs	-73.6 dfs	Prepared 45.1%
Summit Tam Socioeconomically Disadvantaged	-64.3 dfs	-127.7 dfs	Prepared 88%
State Socioeconomically Disadvantaged	-35.3 dfs	-72.9 dfs	Prepared 44.8%

Table 6. CDE Dashboard

c. English Language Learners: Dashboard

The Dashboard provides performance data for ELs under the English Language Performance rating, and to the Summit Tam data are added the same for the District and State for the school years of 2021 through 2025.

EL Progress, Dashboard	2021-22	2022-23	2023-24	2024-25
Summit Tamalpais	50.7% making progress	63.8% making progress increased +13.1%	50.3% making progress declined -13.4%	48.1% making progress declined -2.2%
WCCUSD	47% making progress	40% making progress declined -3.5%	39.8% making progress maintained -0.2%	33.8% making progress declined -6.0%
California	50.3% making progress	48.7% making progress maintained -1.6%	45.7% making progress declined -3%	46.4% making progress maintained 0.7%

Table 7: CDE Dashboard

Summit Tamalpais has moved from Yellow in 2021-22 to Blue in 2022-23, to Orange in 2023-24 and finally to Orange in 2024-25. The last two school years show declines in this category, with a drop of 13/4% in 2023-24 and a smaller decline in 2024-25 (2.2%).

For 2024-25, the state “maintained” with a small climb of .7%, and led Summit Tam and the District with a Yellow performance category. Once again while Summit Tam has a larger percentage of students making progress, the decline impacts the overall performance rating.

d. English Language Learners: ELPAC

The following table provides an extensive review of the percent of ELs in a given grade level, how long the student has been an EL, whether or not they are “at risk” of becoming a Long Term English Learner (LTEL), total ELs served, students who have been reclassified and the total of “ever EL”. These data are closely tracked to ensure that students don’t remain ELs indefinitely, and to support schools in monitoring and moving students through the EL pathway to becoming proficient.

	Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
		EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Summit Tam	7	13.30%	1.70%	25.00%	6.70%	46.70%	53.30%	60
	8	10.80%	2.40%	14.50%	19.30%	47.00%	53.00%	83
	9	11.40%	0.00%	13.90%	8.90%	34.20%	65.80%	79
	10	10.80%	3.10%	13.80%	1.50%	29.20%	70.80%	65
	11	14.50%	0.00%	11.30%	9.70%	35.50%	64.50%	62
	12	14.10%	5.60%	16.90%	1.40%	38.00%	62.00%	71
WCCUSD	7	12.50%	2.20%	27.80%	11.80%	54.20%	45.80%	825
	8	11.90%	2.40%	23.10%	10.10%	47.50%	52.50%	964
	9	10.70%	2.10%	22.30%	8.70%	43.80%	56.20%	1,014
	10	11.90%	2.30%	22.90%	2.20%	39.30%	60.70%	1,052
	11	11.80%	3.40%	19.90%	6.20%	41.30%	58.70%	1,134
	12	10.50%	2.20%	23.40%	2.70%	38.70%	61.30%	1,275
STATE	7	9.80%	1.70%	17.70%	15.60%	44.80%	55.20%	141,683
	8	8.20%	1.50%	14.10%	12.40%	36.20%	63.80%	160,923
	9	7.60%	1.40%	12.80%	9.70%	31.40%	68.60%	172,411
	10	7.80%	1.50%	16.00%	3.20%	28.50%	71.50%	179,448
	11	7.30%	1.60%	12.10%	6.50%	27.60%	72.40%	177,920
	12	6.70%	1.50%	13.90%	3.60%	25.70%	74.30%	194,051

Table 8: Dataquest

e. Dashboard: Academic Engagement

Next, this report reviews the Dashboard category of Academic Engagement, with a review of Summit Tamalpais and State data on Chronic Absenteeism (CA), and Graduation Rates (GR). First, Chronic Absenteeism.

Chronic.Abs 2024-25	All Students	Hispanic	SED	ELS	LTEL	No Color	African Amer.	Asian	SWD
Summit Tam	27.4% increased 2.9%	30.4% increased 4.3%	31.3% increased 3.8%	26% declined 2.7%	25.5%. declined 1.9%		16% declined 12.6%	13.6% increased 7.4%	32.4% increased 3.8%
State	17.1%. declined 1.5%	20.1% declined 1.6%	21.7% declined 1/6%	18.1% declined 2%	22.5%. declined 1.4%		29.8%. declined 1.5%	6.7% declined .8%	24.9% declined 1.5%

Table 9. CDE Dashboard for 2025

The data show that Summit Tam follows the state for the All Students category, with a considerable difference of 10.3 percentage points, and an increase (as opposed to a state decrease) of 2.9%. Hispanic/Latino scores show similar differences at 20.4% for Summit, and 20.1% for the state. SED, and EL students show a remarkably similar spread with the state leading in reducing chronic absenteeism. Summit Tam showed 25.5% LTEL chronic absenteeism, compared to the state with 22.5%, but did match the color score of Orange. Each declined on that score, with less than 2% reported as chronic absenteeism. Results for African American students showed a rate of 16%, with a decline of 12.6% versus the state with 29.8%. Asian students were chronically absent at a rate of 13.6%, increasing by 7.4% compared to the state with 6.7% and a decline of .8%. Students with Disabilities were the top chronically absent group at 32.4% with an increase of 3.8%. The state had 24.9% chronically absent Special Education students with a decline of 1.5%.

During the site visit the Summit Tam team indicated that they have changed the process for tracking and following up on this key area. The Charter team notes that the chronic absenteeism data, when combined with the 30 days of Academic instruction missed due to the Expeditions program is likely to impact student learning.

f. Dashboard: Graduation Rates

This section reviews Graduation Rates for All Students, and for all reported student groups comparing Summit Tamalpais and the State. Colors are provided when available, and when the student group is present but without adequate numbers for proper calculation the percentage will be shared.

Grad Rates	All Students	Hispanic/Latino	SED		No Color	African Amer.	ELs	LTELs	SWD
Summit Tam	89.3% declined 5%	88.6% declined 6.3%	88% declined 6.5%			N/A	82.1% declined 7.5%	82.40%	75%
State	87.8% increased 1%	86.9% increased 1.6%	86.2% increased 1.8%			82.6% increased 3.5%	79.7% increased 1.8%	84% increased 3.3%	77.1% increased 2.7%

Table 10.

In terms of percentages, it appears that Summit Tam outperformed the state, but recall that the color category is the priority for placement in the Performance category. While the state showed increases in every category, Summit declined. In some student groups the state was also ahead in percentages: LTELs, and SWD.

g. Dashboard Conditions and Climate: Suspensions

Suspensions are closely tracked by the state, as they may reflect bias on the part of educators, or a program that is not meeting the needs of all of California's children. The following table provides Summit Tam's 2025 data compared to the state.

Suspensions	All Students	ELs	Hispanic/Latino	LTELs	SED	SWD	African Amer.	Asian
Summit Tam	3% increased 1.1%	2.7% increased 2.2%	3.9% increased 2.2%	3.4% increased 2.7%	3.4% increased 1.9%	4.7% increased 1.5%	0% declined 3.9%	0% declined 2%
State	2.9% declined .4%	3.2% maint. .2%	3% declined .4%	7% declined 1.1%	3.6% declined .4%	5% declined .5%	7.7% declined .7%	1% maint.

Table 11.

With the exception of African American students, suspensions are rated more highly at the State level in six out of eight categories, with a match on color for Asian students. The state data are moving in the right direction (declines in suspensions), whereas Summit Tam showed increases in All Students and five student groups.

h. Verified Data

Per EC Section 47607.2(c)(2) the California State Board of Education (SBE) approved criteria to clearly define [verified data](#) as well as a list of valid and reliable assessments and measures of postsecondary outcomes. The approved list is valid until June 30, 2028. The use of verified data was adopted to fill in during the pandemic and close post-pandemic years when use of the SBAC stopped.

The CDE outlines “process needs” to guide appropriate use of the verified data to support a comprehensive and valid implementation which includes the flexibility to use specified sources, encouragement to use multiple measures of verified data (see link above), transparency between charter and District, and security to ensure the tests are administered as intended. They further suggest a review of longitudinal progress (the same pupils at multiple points in time, e.g. the NWEA administered 3 times per a single year), and clarity around comparability: similar peers including similar demographics, pupil subgroups, or other categories as appropriate. The list of verified data includes 23 assessments focused on ELA and Math, and 6 sources of College focused data presumably under the assumption that ELA and Math are foundational to College-going success.

Summit provided verified data from the National Student Clearinghouse Student/Tracker that showed strong college enrollment and persistence rates averaging 75% over three-years for students continuing from the first year of college to the second year. It will be good to see in the next several years if the going rate and persistence rate hold this strong trend. The verified data shared in the renewal petition document describes a 2024-25 four-year college attendance rate of 28% and 34% for all college enrollment that will rely on more Summit graduates entering 2-year and 4-year colleges this year to match the performance of prior cohorts.

The Charter team reviewed the 2025 Dashboard to complement data provided by the charter document. The following table shows College/ Career preparation with Dashboard performance color (Status and Change), percentage prepared, and whether the data showed an increase or decline.

College/Career	Summit	State
All	89.3% declined 4.9%	51.7% increased 3.1%
Hispanic/Latino	88.6% declined 6.3%	45.1% increased 4.2%
SED	88% declined 6.5%	44.8% increased 4.1%
ELs	82.1% declined 7.5% (no color)	24.3% increased 4%
L-TEL	82.4% declined 8.6%	24.9% increased 5.1%
SpEd	75%	18.7% increased 3.3%

Table 12: CDE Dashboard

In three categories including All Students, Hispanic & Latino, and SED the school matched the state on performance color, but showed declines. The percent prepared was higher at Summit for each of those categories. Results for ELs, L-TEs and Special education students showed no performance color, as there were insufficient numbers of students for data accuracy. For each category the state had a Yellow performance category and increases: for Summit there were declines in ELs and L-TEs.

Renewal Criteria II: Is the charter school demonstrably likely to successfully implement the proposed educational program?

1. Enrollment Over Time

The following table shows that student enrollment has grown over the last six years. The enrollment reflects the goals established in the charter renewal petition.

Summit Tamalpais	Student Group Enrollment (6 years)					
School Year-	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
African American	8.6%	6.9%	7.4%	6.8%	8.6%	7.70%
American Indian or Alaskan Native	0.2%	0.2%	0.0%	0.0%	0.2%	0.15%
Asian	7.3%	7.3%	7.2%	7.0%	7.1%	9.2%
Filipino	3.9%	2.1%	2.0%	1.9%	1.9%	0.30%
Hispanic/LatinX	70.8%	76.0%	78.2%	78.1%	76.3%	76.0%
Pacific Islander	0.0%	0.2%	0.3%	0.3%	0.2%	0.15%
White	4.2%	3.1%	2.5%	2.5%	3.1%	3.90%
Two or more Ethnicities	4.4%	3.1%	2.2%	2.7%	2.4%	2.20%
Decline to State	0.7%	1.1%	0.3%	0.6%	0.3%	0.40%
All Students	593	613	650	629	619	659

*Table 13: *note that 2026-27 is initial current year enrollment provided by the school in September August 2026. The other years are all data from Dataquest -CDE enrollment reports.*

Enrollment Demographics

Overall demographics reflect district trends, though there does not appear to be significant increases in those sub-groups called out by the WCCUSD Board of Trustees as lagging behind District levels. While District schools enroll the students in the surrounding area, called a “catchment”, charter schools are schools of choice. They are held responsible to match District averages for enrollment of student groups, and are compared for performance against the state.

2. Finance

a. Financial Review

Review of Fiscal Health

Overall, Summit Tamalpais has a strong fiscal and governance program with mature processes at the national, regional, and school site levels. While teacher staffing is relatively stable, as reported earlier the school lost the Executive Director at the start of the 2025-26 school year. Also, a Letter of Concern is provided within the Appendices that addresses hiring practices, possible union violations and Brown Act observance concerns.

b. Financial Review Key Findings

Summit Tamalpais has a team at the network handling finance and that team has proven capable over the last 6 years of renewal period. The District will continue to track ADA as it pertains to new guidelines around independent study by the state, as summit is implementing program adjustments that will increase Independent Study percentage of the school ADA to over 17%. The school continues to attract enrollment, and has been able to build reserves to over 94% of 2024 expenses.

c. Key Financial Indicators

Summit Tamalpais						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Ending Fund Balance (K. Fund Bal. Net Position)	\$296,749	\$389,801	\$1,516,568	\$1,931,496	\$3,537,128	\$4,191,982
Revenues (A.5. Total Revenues)	\$5,859,457	\$7,402,403	\$9,784,170	\$10,376,848	\$11,786,544	\$11,579,398
Expenses (B.8. Total Expenditures)	\$5,638,017	\$7,309,351	\$8,657,403	\$9,986,860	\$10,180,922	\$10,924,544
Transfers	\$0	0	0	\$24,940	0	0
Spending (Revenues - Expenses)	\$221,440	\$93,052	\$1,126,767	\$389,988	\$1,605,622	\$654,854
Spending ratio (% of Revenue Spent)	96.22%	98.74%	88.48%	96.24%	86.38%	94.34%

Reserve ratio (Ending Fund Balance / Current Expenses)	5.26%	5.33%	17.52%	19.34%	34.74%	38.37%
Enrollment	446	521	593	613	650	625

Table 14. *note: data for each year from final audit reports submitted by the school annually

3. Audit and Governance

Summit Tamalpais had no audit findings or documentation of repeat findings in the final audit report for 2024-25 submitted to the District Oversight Office in February 2026 after requesting an extension in December of 2025 due to Federal work stoppage. It should be noted here that Independent Study has been out of scope by the auditor in these past audits. When District staff meet with the auditor selected by Summit Public Schools in Spring of 2027 for the 2026-27 school year financial audit, Staff will highlight the importance of compliant Independent Study review to meet the state ADA requirements.

Summit Tamalpais		
Audit Issues		
Year	New Findings	Repeat Findings
2019-20		
2020-21	None	None
2021-22	None	None
2022-23	None	None
2023-24	None	None
2024-25	None	None

Table 15

One board governs all Summit Public Schools in California, and a separate board governs Washington state schools. Meetings appeared to be regular, and consisted of eight meetings for the board, with Finance Committee meetings totaling six in the 2025-26 academic year. Meetings are most often accessible at the Summit Tamalpais campus location and through teleconference (aside from the meeting addressed in the Letter of Concern provided in the appendices), and recordings are available online through the organization's website.

District Charter Oversight has not identified any governance issues in the recent past with Summit Tamalpais. In the current school year 2025-26 the District has continued to request and has received submissions from Summit Public Schools demonstrating Brown Act compliance of posting Agendas and Board materials three days before scheduled board meetings. Beginning in 2026-27 the District will attend and evaluate at least one Summit governing board meeting to meet the AB126 requirements for charter oversight.

The table below illustrates the submissions scheduled for the school based on Education Code and MOUs with the schools, along with the number of formal Letters of Inquiry, Notices of Concern, and Notices to Correct in past years, if any.

Events table	Summit Tamalpais							
	Submissions							
	Total	Late	Past due	Late %	Past due %	Letters of inquiry	Notices of Concern	Notices to Correct
2022-23						0	0	0
2023-24	33	0	0	0%	0%	1	2	0
2024-25	61	11	0	18%	0%	0	0	0
2025-26	53	11	0	21%	0%	0	0	0
2026-27 (7/1 - 9/15)	60	3	1	5%	2%	3	0	0

Table 16

Staffing & Teacher Credentialing

The following table provides credentialing data for Summit Tamalpais, WCCUSD, the county and state. The lower segment of the table shows Summit Tam's credentialing data over time from 2020 to 2023. Analysis follows.

	Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incompl.	Unknown	N/A
2023-24	Summit Tam	24.4	49.8%	7.7%	4.1%	38.4%	0.0%	0.0%	0.0%

	WCCUSD	1,399.4	72.6%	5.8%	3.1%	13.6%	4.3%	0.1%	0.4%
	Contra Costa	7,867.5	80.0%	4.7%	2.1%	8.6%	4.4%	0.1%	0.2%
	Statewide	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

Summit Credentialing over Time From 2020 to 2023

2022-23	Summit Tam	23	47.4%	22.2%	1.9%	10.6%	17.9%	0.0%	0.0%
2021-22	Summit Tam	34.8	51.0%	8.6%	7.2%	22.9%	9.0%	1.4%	0.0%
2020-21	Summit Tam	29.7	51.7%	6.7%	6.7%	34.9%	0.0%	0.0%	0.0%

Table 17. Dataquest: Teaching Assignment Monitoring Outcomes 09/10/2026

The percentage of credentialed teachers has fluctuated with a low of 47.4% in 2022-23 to a high of 51.7% in 2020-21. The school has consistently been behind the District and state in hiring and maintaining a teaching staff with Clear credentials.

Renewal Criteria III: Is the petition reasonably comprehensive?

All criteria were met.

Element	Yes/No
Description of educational program	Yes
Measurable pupil outcomes	Yes
Method for assessing pupil progress	Yes
Governance structure of the school	Yes
Employee qualifications	Yes
Health & safety procedures	Yes
Means to achieve race/ethnic balance	Yes
Admission requirements, if applicable	Yes
Manner in which annual independent financial audits shall be conducted	Yes

Student suspension & expulsion procedures	Yes
Staff coverage by State Teachers' Retirement System, Public Employees' Retirement System or Social Security	Yes
Public school attendance alternatives	Yes
District employee leave & return rights	Yes
Dispute resolution process	Yes
Procedures for closure of school	Yes

Renewal Criteria IV: Is the charter school serving all students who wish to attend?

The District has raised concerns to Summit from the date of last renewal in 2021 regarding the proportion of several student groups where Summit Tamalpais has continued to lag the District proportions. In the table below District staff highlights in particular the Notices and requests issued in 2023 by the District to Summit Public Schools, as well as the responses provided by Summit to those notices and requests.

Appendices summary

	Date	Type / purpose	Intent / response
I.	3/27/23	Notice of Concern: 2nd interim report items requiring explanation.	The response to the Notice was provided on March 31, 2023 and included an updated 2nd Interim and LCFF calculator as requested by the District.
II.	7/13/23	Notice of Concern: Compliance with state law, student performance and retention, recruitment of subgroups, and student discipline.	
III.	8/28/23	Response to Notice of Concern dated 7/13/23.	Summit provided the District with a 17 page response to the issues raised in the NoC issued 7/13/23.
IV.	10/13/23	Request for Information: A followup to the Summit's response of the Notice of Concern dated 7/13/23 for specific additional updates.	A response from Summit to the request for clarifying information sent by the District on 10/13/23.
V.	8/13/26	A series of three requests for information and responses in August of 2026 post receipt of charter renewal petition from Summit Tamalpais.	In the three responses in late August, Summit stated that they would not provide the requested information as it was either embargoed or not legally required for supporting a renewal petition.
VI.	9/5/26	Letter of Inquiry: Post site visit	

		questions regarding the Expeditions program, site safety and Special Ed. post enrollment process.	
VII.	9/8/26	Letter of Inquiry: Questions about Independent study and a set of questions raised by the WCCUSD Board of Trustees at the petition renewal hearing of 9/3/26.	
VIII.	9/9/26	Response to Letters of Inquiry. Partially addressing the two Letters of Inquiry from 9/5 and 9/8.	Summit responded to the Board driven questions and more detailed information on the Summit Special Education program.
IX.	9/14/26	Second response to the two Letters of Inquiry.	Summit provided a detailed policy statement for the 2026-27 updated Expeditions program intended to conform to AB 126 requirements.
X.	9/15/26	Letter of Inquiry in response to the Summit documentation provided in the responses provided to the District on 9/9 and 9/14. The questions focus on details of the Expeditions program structure.	

CONCLUSION

The District review team has considered the renewal petition in accordance with the criteria for a middle-performing charter school, pursuant to Education Code section 47607.2, subdivision (b). While the District has significant concerns regarding the Charter School's academics and operation, District staff recommends approving the renewal petition based on the restrictions to deny a middle-performing charter school under the law. The District expects that the Charter School will address the concerns raised in this staff report in its next operational term. District staff recommends that the Board renew the Charter School for a five year term.

APPENDICES

Appendix I. Notice of Concern dated March 27, 2023



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www.wccusd.net

Kenneth C. Hurst Sr., Ed.D.
Superintendent

Robert McEntire, Ed.D.
Interim Chief Business Officer

March 27, 2023

Po Ju Ko, Finance Manager
Summit Public Schools - Tamalpais
780 Broadway
Redwood City, CA 94063

RE: Notice of Concern

Dear Mr. Ko,

We reviewed your Second Interim Report and wanted to follow up regarding the following items:

1. We noted a difference between the in-lieu of property taxes reported on the alternative form and the LCFF calculator. Please provide an explanation for the variance.
2. We noted negative ending cash on your cash flow report for July through December 2022. Please provide an explanation for this.
3. We noted an unreconciled amount of \$184,850.20 on your January bank reconciliation. Please provide an explanation as to why this amount has not been reconciled.
4. Lastly, the statutory COLA on your LCFF calculator should be 13.26%. Please update and resubmit the LCFF Calculator and Alternative Form.

Please provide responses by March 31, 2023.

Thank you,

A handwritten signature in blue ink that reads "Robert McEntire".

Robert McEntire, Ed.D

Associate Superintendent Business Services

CC: SeungJa Cha, Executive Director, Business Services
Linda Delgado, Charter School Oversight
Margarita Romo, Business Services Coordinator

Neil McChesney, Coordinator, Charter School Oversight, CCCOE

Sent via email to pk@summitps.org.

(Response to LoC of 3/27/23)



March 31, 2023
Robert McEntire, Ed.D.
Associate Superintendent Business Services
West Contra Costa Unified School District
Via Email

Dear Dr. McEntire,

Thank you for sharing your questions concerning the Summit Tamalpais Second Interim Financial Report. As always, we appreciate the opportunity to provide clarity for your team as you review the financials from Summit Tamalpais and other charter schools operating within the District. Given that we respond to requests from the District in a timely manner and Tamalpais' budget projections do not signal fiscal distress, my team and I were surprised that a request for clarification was sent as a Notice of Concern. If any of the reporting in the Second Interim or information in this response suggest a Notice of Concern is warranted, we would greatly appreciate the opportunity to dialog with you and your team as soon as possible to understand the specific vulnerability and whether corrective actions should be considered. In response to the Notice of Concern dated March 27, 2023 we are providing the following responses.

- 1. We noted a difference between the in-lieu of property taxes reported on the alternative form and the LCFF calculator. Please provide an explanation for the variance.**

Summit has a practice of using the LCFF calculator estimates for the total LCFF funding per ADA rather than by specific state aid, EPA and in-lieu of property tax estimates, which has been an effective approach. These amounts serve as a proxy for budgeting given that these amounts may change prior to the approval of our budget revisions. During the end of year closeout audit activities, these amounts are reconciled with the final CDE funding exhibit for the year. While this has not been a concern in the past, we are open to discussing approaches to minimizing variances on the in-lieu of property tax amounts moving forward.

- 2. We noted negative ending cash on your cash flow report for July through December 2022. Please provide an explanation for this.**

The negative ending cash is primarily due to delays in the receipt of in-lieu of property tax payments. Typically Summit receives these payments in September however in the current year the first payment was not received until January. The estimated amount that Summit expected to receive from August through December was approximately

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\$689,000. We have been in touch with WCCUSD staff to ensure these payments are made in regular monthly payments in accordance with Ed Code Section 47635 (b), which requires the funding of in lieu of property taxes in monthly installments, no later than the 15th of each month.

Additionally, at times charter schools experience a delay in the timing of the cash received given the funding disbursement schedule. With this understanding, the Summit Public Schools Board of Directors has authorized the provision of funds from the Home Office reserves budget should the school require additional funds throughout the year [here](#). As was the case at the end of the last fiscal year, Summit Tamalpais is anticipated to have a positive cash balance and an appropriate reserve at the end of the current fiscal year.

- 3. We noted an unreconciled amount of \$184,850.20 on your January bank reconciliation. Please provide an explanation as to why this amount has not been reconciled.**

The unreconciled amount of \$184,850.20 on the January bank reconciliation is due to checks, reimbursements, and payments that have yet to be cashed by vendors and employees for all of Summit's CA schools as well as the home office. The outstanding payment amount specific to Summit Tamalpais is \$20,136.23. Additional detail can be found on the bank reconciliation document that was submitted as part of our Interim 2 submission ("Bank recon 1.31.23") on pages 22-26.

- 4. Lastly, the statutory COLA on your LCFF calculator should be 13.26%. Please update and resubmit the LCFF Calculator and Alternative Form.**

Summit's Board budget procedures include review and approval of a budget revision once a year and typically in the month of October. As such, the latest LCFF calculator version available at that time had a statutory COLA of 12.84%. We submitted the Interim 2 Report to be in line with the Board approved budget from October 2022 based on the latest available information at that time.

That being said, we have updated the statutory COLA on the LCFF calculator to 13.26% and are sharing both the calculator and the updated Alternative Form.



I look forward to building a working relationship with you to better enable us both to serve the students of West Contra Costa County. I would be pleased to meet with you and the appropriate members of your team to discuss these responses at any time.

Thank you,

A handwritten signature in black ink, appearing to read "Edward Lee".

Edward Lee
Chief Financial Officer, Summit Public Schools

CC:

SeungJa Cha, Executive Director, Business Services
Linda Delgado, Charter School Oversight
Margarita Romo, Business Services Coordinator
Neil McChesney, Coordinator, Charter School Oversight, CCCOE
Diane Tavenner, Chief Executive Officer, Summit Public Schools
Kate Gottfredson, Chief of Public Affairs, Summit Public Schools

Appendix II. Notice of Concern dated July 13, 2023



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue | Richmond, CA 94801-3135

Office: (510) 231-1170

www.wccusd.net

Kenneth C. Hurst Sr., Ed.D.
Superintendent

Kim Moses
Interim Associate Superintendent, Business Services

July 13, 2023

By E-Mail: edillie@summitps.org; jwilson@summitps.org

Eric Dillie
Executive Director
Summit Tamalpais (Middle School)

Jackie Wilson
Executive Director
Summit Tamalpais (High School)

Re: Summit Tamalpais - Notice of Concern

Dear Ms. Wilson and Mr. Dillie,

Please accept this letter as a notice of concern of the West Contra Costa Unified School District ("District") regarding compliance with state law and the charter terms in the operation of Summit Tamalpais Charter School ("Summit Tam"). On March 17, 2023, the District sent an extensive request for information and documents relevant to the 15 conditions set by the District upon renewal of the charter (as well as other relevant questions and requests) to Summit. Summit replied on May 1st. On May 8th, the District asked for further, limited information from Summit. Summit replied on May 10th. Based on the District's review and analysis of the responses and data provided by Summit, the District has identified the concerns noted below as requiring Summit's attention.

Please be advised that Summit Tam must provide a written response to this correspondence, with Summit Tam's action plan as to these concerns, on or before **Monday, August 28, 2023**.

Your prompt response is sought as part of the District's oversight role, and pursuant to Education Code section 47604.3, which provides in full:

A charter school shall promptly respond to all reasonable inquiries, including, by not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

If the District does not receive a timely and adequate response, the District will consider next remedial steps, which may include the initiation of revocation proceedings pursuant to Education

Eric Dillie
Jackie Wilson
June 23, 2023
Page 2

Code section 47607. A charter may be revoked upon a finding of substantial evidence of one of the conditions stated in Section 47607, including that the charter school materially violated any conditions, standards, or procedures set forth in the charter, or violated any law. (Educ. Code § 47607(f).)

I. Compliance with State Law

As noted in responses and documentation provided to the District, Summit Tam has received multiple complaints that it has violated the Educational Employment Relations Act ("EERA"), Government Code § 3540 et seq., the Brown Act, Government Code § 54950 et seq., and meeting-related provisions of the Education Code, Education Code § 47604.1.

Summit Public Schools reported that, over the last three to four years, 6 unfair labor practice charges were filed against it with PERB, including at least 2 charges that were sustained against Summit. This included a PERB decision that, in approximately 2019, Summit Public Schools had terminated the employment of three teachers in retaliation for engaging in protected (union organizing) activities. Additionally, there is one recent PERB filing (March 29, 2023) alleging that Summit Public Schools has refused to bargain with the union over the negotiable effects on proposed layoffs.

Further, Summit Public Schools recently closed one of the charter schools it operates in Santa Clara County, Summit Denali. The authorizing body of that charter school is the Santa Clara County Board of Education. On April 18th, the Santa Clara County Office of Education sent Summit a letter of concern regarding Summit's compliance with the Brown Act, specifically, related to whether two-way teleconferencing was provided for Summit Board meetings and whether agendas are timely filed. In Summit's May 10 response to the District's May 8 request for information, Summit confirmed that two-way teleconferencing was not provided at the Summit Tam site for the Board meeting held on March 2, 2023. In its letter of April 18th, the Santa Clara County Office of Education alleged that Summit did not provide two-way teleconferencing at Summit Tamalpais (as well as other Summit sites) for at its April 4, 2023, Board meeting. (In its response to the Santa Clara County Office of Education, Summit did not appear to address allegations regarding the April 4th meeting.)

The District will not overlook repeated infractions that suggest a pattern of failing to comply with state law requirements related to engaging in good faith negotiations with labor representatives and ensuring adequate public access to charter school board meetings.

II. Recruitment and Retention of Pupil Subgroups

The charter provides that Summit Tam will implement recruitment efforts to achieve a diverse student population. Specifically, the charter states

"SPS: Tamalpais will engage in a variety of means and strategies to try to achieve a racially, ethnically, SPED and EL and socioeconomically diverse student population." [My underlines.] (p.90)

We have reviewed Summit Tamalpais' recent student recruitment plans and there is no specific mention regarding efforts to recruit students with disabilities, as required by law and the above terms of the charter.

Further, as Summit's total enrollment has increased, the number of its students who are African American has dropped. Based on Summit's May 1, 2023 response, at pages 38-39, between 2020 and 2023, Summit's African American student population has dropped from 13.45% to 6.86%. The California Department of Education Dashboard detailed report on Summit's 2022-2023 enrollment by race/ethnicity confirms the 6.9% level for enrollment of African American students. Further, between SY 20-21 and SY 22-23, the school seems to have had a decrease in the number of students with disabilities that are enrolled from 9.17% to 7.35%. Accordingly, Summit Tam student population has shown a decrease in enrollment of underrepresented populations, including African American students and students with disabilities. However, the Summit Tam recruitment plan does not include outreach efforts or strategies designed to correct the underrepresentation of these student populations.

III. Standardized Test Performance

The Summit Tam charter provides that its students perform better on standardized tests than their local peers and that increased performance is found in all pupil subgroups. In particular, the charter states:

"Students attending Summit schools typically outperform their local peers on standardized tests. That is true in the case of Summit Tamalpais as well." (p. 21)

And:

"SPS: Tamalpais CAASPP performance compared to local schools cuts across student groups as well. As reflected in Figure 6, Tam's English Learners, socioeconomically disadvantaged students, African American students, and Latino students all perform better than their WCCUSD peers." (p.23)

However, charter student performance did not comport with the statements in the charter. There were no CAASPP scores in 2019-2020 and 2020-2021 to determine "increases" over this period of time. In 2021-2022, 38.40% of Summit Tam students met or exceeded ELA proficiency levels. Only 16.97% of students did so in Math in that year. However, in the 21-22 school year, 32.02% of the District's students met or exceeded ELA proficiency levels, and 21.02% of the District's students did in Math in that year. Accordingly, in 2022, the District outperformed Summit Tamalpais in student proficiency in Math.

It is concerning that the Summit general population scores that meet or exceeded proficiency in Math decreased from 39.73% in 2019 to 16.97 in 2022. It is further concerning that Math proficiency scores for Summit students who are African American went down from 20.55% in 2019 to only 8.3% in 2022. Precipitous declines in math student performance, particularly for students who are African American, suggest concerns regarding the effectiveness of the educational program.

IV. Student Discipline withing Subgroups

Prior data had shown an elevation in the out-of-school suspension rate for African American students, prompting the District to require Summit Tam to reduce the suspension rate to less than 10%. Based on Summit's May 1, 2023 response, at pages 23-24, the in school and out of school suspension rates for African American students were less than ten percent for 20-21 (0%), 21-22 (0%), and 22-23 (8.7%). The California Department of Education Dashboard detailed report on 2021-2022 suspension rate confirmed the data reported by Summit. Although CDE reports are not yet available for 2022-2023, even based on Summit's own reporting, there appears to be an 8.7% increase in suspensions for this subgroup from 2021-2022 to 2022-2023. Accordingly, Summit Tam has complied with the District directive. However, the District has continued concerns regarding the suspension rate for this group due to the significant increase in this current school year's suspension rate, going from zero to 8.7% in only one year.

V. Remediation Plan

The District thus directs Summit Tamalpais to provide a written action plan to my office on or before **Monday, August 28, 2023**, to confirm that Summit Tamalpais will take corrective action to remediate the identified concerns, the timetable to demonstrate compliance with charter standards and applicable law, and state how these remedies will be accomplished.

At a minimum, the District expects that Summit Tam take the following steps to address the identified concerns:

1. Conduct training for Board members and administrative staff related to compliance with applicable state laws regarding engaging in good faith negotiations with labor representatives and ensuring adequate public access to charter school board meetings.
2. Revise school recruitment plan to include strategies to address underrepresentation of African American students and students with disabilities.
3. Prepare an intervention plan for increasing performance in Math, including providing additional supports for all students not meeting standards.
 - a. Provide the District with monthly status reports regarding implementation of the intervention plan and any student outcomes.
4. Conduct a review of the suspensions of African American students that have occurred during the current school year to determine if individual biases could have influenced the suspension of students in that subgroup.

Eric Dillie
Jackie Wilson
June 23, 2023
Page 5

VI. Conclusion

To demonstrate compliance with charter standards and applicable law, Summit Tam must take action to address the concerns identified in this letter. The failure to remediate these concerns may result in further District action.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Kim Moses".

Kim Moses,
Interim Associate Superintendent, Business Services
West Contra Costa Unified School District

cc: Diane Tavenner, Chief Executive Officer
Kate Gottfredson, Chief of Public Affairs
Nnanna Ogbu, Chief Legal Officer

Appendix III. Summit Response to Notice of Concern dated 07/13/2023

The 17 page document is linked [HERE](#).

Appendix IV. WCCUSD Request for Information dated 10/13/2023



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue | Richmond, CA 94801-3135

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www.wccusd.net

Kenneth C. Hurst Sr., Ed.D.
Superintendent

Kim Moses
Interim Associate Superintendent, Business Services

October 13, 2023

By E-Mail: edillie@summitps.org; jwilson@summitps.org

Eric Dillie
Executive Director
Summit Tamalpais (Middle School)

Jackie Wilson
Executive Director
Summit Tamalpais (High School)

Re: Summit Tamalpais – Follow-up & Request for Information Related to District Concerns

Dear Ms. Wilson and Mr. Dillie,

On July 13, 2023, the West Contra Costa Unified School District ("District") issued Summit Tamalpais Charter School ("Summit Tamalpais") a Notice of Concerns outlining the following four areas of concern related to Summit Tamalpais operations: 1) compliance with state law, including the EERA and the Brown Act; 2) recruitment and retention of African American students and students with disabilities; 3) standardized test performance in comparison to the District and Math performance for the African American student subgroup; and 4) increased discipline and suspension rates for the African American student subgroup. Summit Tamalpais provided a response to the Notice of Concerns on August 28, 2023.

Pursuant to its oversight responsibilities and the monitoring of the Summit Tamalpais plans to address the concerns outlined in the July 13, 2023, notice letter, the District requests clarification regarding aspects of the Summit Tamalpais response to the District's concerns and additional follow up information related to those concerns that may not have been available at the time of the District's prior information request but should be available now.

Compliance with State Law: Brown Act

Moving forward, the District requests that you provide:

- Copies of all future Board Agendas when they are posted and the approved minutes for each public meeting held by the Governing Board.

Standardized Test Performance, Initiatives, and WASC Evaluation of Academic Program

The Summit Tamalpais response to the District's Notice of Concern refers to the ASC WASC Site Visit Team's evaluation of the Summit Tamalpais academic program, including its initiatives and improvement of the academic environment. The District requests that Summit Tamalpais provide:

- A copy of the full report issued by WASC.
- Student scores for the California Assessment of Student Performance and Progress (CAASPP) 2022-2023 school year, including disaggregated data regarding identifiable subgroups.
- Teacher and administrator retention data for the 2023-2024 school year.
- Updated teacher credential and assignment data for the 2023-2024 school year.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

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Kenneth C. Hurst Sr., Ed.D.
Superintendent

Kim Moses
Interim Associate Superintendent, Business Services

Recruitment and Retention of Subgroups

The Summit Tamalpais response letter notes the community event participation implemented to address the District's concerns regarding student recruitment and underrepresented subgroups. To assist the District in the evaluation of the efficacy of the Summit Tamalpais remediation plan, please provide:

- Documentation of Summit Tamalpais participation in the community events identified in the Summit Tamalpais response letter, such as promotional materials for the event or documentation related to attendance.
- Student enrollment, subgroup disaggregation, and retention data for the 2023-2024 school year.
- Updated chronic absenteeism rates for all students and by identifiable subgroup for the 2022-2023 school year.

Student Discipline, Suspension of Students in Identifiable Subgroups

The Summit Tamalpais response letter states that the suspension proportionality is "highly variable" based on the small size of identified student subgroups. The District requests that Summit Tamalpais provide:

- Updated student discipline rates for all students and by identifiable subgroup for the 2022-2023 school year.

The District requests that Summit Tamalpais provide the information requested above to my office on or before **Monday, November 6, 2023**.

We look forward to your cooperation and collaboration as the District proceeds with its oversight responsibilities. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Kim Moses".

Kim Moses
Interim Associate Superintendent, Business Services
West Contra Costa Unified School District

cc: Cady Ching, Chief Executive Officer
Nnanna Ogbu, Chief Legal Officer

PART 2: Summit Response to the October 13, 2023 letter, dated 11/6/2023:

Linked [HERE](#).

Appendix V. Email inquiries and responses regarding charter renewal petition from August 13, through August 27, 2026

INQUIRY FROM WCCUSD (EDMETRIX) TO SUMMIT ON AUGUST 13 AT 5:02PM

Thank you for your patience as we set up the Charter Renewal activities for Summit Tamalpais.

First, We would like the site visit to take place on Wednesday September 2.

Second, we are checking to confirm the WCCUSD Board meeting for September 9 is scheduled and will let you know shortly. We need any presentation intended for the public hearing during the Board meeting no later than August 26. We will also check on the decision hearing date and confirm that.

Third, we have a data request in support of the renewal petition:

Tab 1. Expected 2026-27 enrollment percentages for the top 3 ethnicities, and all subgroups.

Tab 2. Embargoed 2026 CAASPP data for ELA and Math: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities.

Tab 3. (2025-26) Chronically Absent for: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities.

Tab 4. (2025-26)ELPI for EL s, and Long-Term ELs

Tab 5. (2025-26) College and Career data for: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities

Tab 6. (2025-26) Suspension data for: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities

We will set up an Epicenter submission for the requested Excel tables defined above, and we would like to receive the information by August 19.

~Douglas Pelton

RESPONSE FROM SUMMIT ON AUGUST 18

Hi Douglas,

First, I'm confirming September 2 for the site visit. Can you share additional information regarding the agenda and attendees?

Second, sounds good.

Third, we are committed to providing requested information and materials to support your review of Tamalpais' renewal petition. However, following the [guidance](#) which states that the 2026 data "are embargoed and not public" and may be used "for planning purposes only," we are unable to share the requested embargoed CAASPP data without violating CDE requirements. Similarly, the other 2026 data you have requested is not yet finalized with the state, with the EOY2 deadline just occurring today. To clarify, are you requesting that we share our CalPads EOY2 reporting in advance of publication?

Thanks,

Izzy

WCCUSD (EDMETRIX) RESPONSE OF AUGUST 20

Thank you for your time this morning. Doug and I will be prepared to talk again this afternoon at 2:00pm.

Regarding anticipated ethnicity and subgroups for next year, I will use the last three or so year's data— so no need to look through applications for that information. Do remind me of your anticipated enrollment for next year, please.

Here are my questions about the embargoed data:

ELA

1. Did scores on the SBAC for the category of “All Students” in ELA show a gain or decrease?
2. Did scores on the SBAC for the category of “Hispanic/Latino” in ELA show a gain or decrease?
3. Did scores on the SBAC for the category of “African American” in ELA show a gain or decrease?
4. Did scores on the SBAC for the category of “Asian” in ELA show a gain or decrease?
5. Did scores on the SBAC for the category of “English Learners” in ELA show a gain or decrease?
6. Did scores on the SBAC for the category of “ Socioeconomically Disadvantaged” in ELA show a gain or decrease?
7. Did scores on the SBAC for the category of “Students with Disabilities” in ELA show a gain or decrease?

MATH

1. Did scores on the SBAC for the category of “All Students” in Math show a gain or decrease?
2. Did scores on the SBAC for the category of “Hispanic/Latino” in Math show a gain or decrease?

3. Did scores on the SBAC for the category of “African American” in Math show a gain or decrease?
4. Did scores on the SBAC for the category of “Asian” in Math show a gain or decrease?
5. Did scores on the SBAC for the category of “English Learners” in Math show a gain or decrease?
6. Did scores on the SBAC for the category of “Socioeconomically Disadvantaged” in Math show a gain or decrease?
7. Did scores on the SBAC for the category of “Students with Disabilities” in Math show a gain or decrease?

Please provide data for 2025-26 showing the percent of Chronically Absent for: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities.

Please provide Suspension and Expulsion data for 2025-26 for: 1. All Students; 2. Hispanic; 3. African American; 4. Asian; 5. English Learners and Long-Term English Learners; 6. Socioeconomically Disadvantaged & 7. Students with Disabilities

Thank you!

Linda

EDMETRIX INQUIRY OF AUGUST 25

Hi Izzy,

The changes for AB 126 are around broad topics including audits (Education Codes 14501, 14505, 41020(b), 41020(i)(6), 41020(i)(4-5), 4120(k), 41020(o), 41020.2(c), 41020.2(c), 41020.2(d)-(e), 41020.3, and 41020.2 (b)(2)-(4)). There are new requirements for teacher credentialing: (42258.9(m), 45037). Also included in the new legislation are changes in Independent Study requirements for schools (51745.6, and 51747.5). Charter petition elements have been changed under 47605. Starting in July of 2027 changes in contracting policies are required (EC 51827). That particular one may impact your staffing for expeditions.

I see evidence of change throughout the document, but I'm not finding audit information that clarifies changes, and while I see reference to Appendix V I can't find that piece.

On the Renewal Certification Form there are inaccuracies. Specifically while the "yes" box is checked for (A), regarding updating of new laws I'm not finding clear evidence. Second, the "yes" checked under (B) says that the petition includes performance data for the most recent two years, but that is not included. And finally the "yes" was checked for the inclusion of verifiable data. While helpful information focused on post-secondary outcomes was included, that is one of several data points we need to review, but have no access to. In our previous conversations around acquiring the embargoed SBAC data or other verified data you relayed that Summit had concerns about using embargoed data, and for other verified data none was available as the minimum participation threshold for testing was not met last year at Summit Tam.

I look forward to talking with you tomorrow, and perhaps you can clarify any parts I may have missed. I will also look forward to discussing the follow up questions I had concerning the SBAC data in regards to improvements or declines in each of the areas listed.

Take care,

Linda

RESPONSE FROM SUMMIT AUGUST 26

Hi Linda,

Thank you for clarifying and I'm combining threads in my response here - let's use this one going forward!

Summit conferred with outside legal counsel and confirmed that the required changes from AB 126 as well as other new laws are appropriately incorporated into the charter, e.g. renumbering in light of the deletion of Element 9, new affirmation regarding contracts over \$100k, etc. For this reason, we checked the box “yes.” A charter renewal does not require every new law that was passed over the last 5-year term to be added verbatim into a charter petition; if that were the case, charter petitions would be thousands of pages long. We would very much appreciate it if you would flag anything that the district’s legal counsel has identified in the charter that is inconsistent with the new laws, as our team checked for that and made the appropriate updates.

Likewise, we included the most recent 2 years of data and checked the box “yes” (the 2 most recent years are SY24 and SY25; SY26 data is embargoed and not the subject of this renewal). We also included all of the school’s verified data. Verified data is a legal term, specifically defined by CDE to include only certain data points when a school obtains that data at particular participation thresholds. For example, even though the school uses NWEA-MAP for internal assessments, that data is not “verified data” because the school has not yet reached the participation thresholds required by the state for inclusion in “verified data.” For Summit, we included the school’s verified data, which is our approved postsecondary indicators (California Department of Education DataQuest College-Going Rate, National Student Clearinghouse StudentTrackCVer). These data can be found at pp.31-34 of the petition and referenced throughout.

I do want to be clear that our posture is not to avoid a substantive conversation about Tamalpais or its work. We are very willing to discuss the school’s program, improvement efforts, operational evidence, and the verified data properly before the District. We simply want to ensure that, as we work through the renewal process together, we are all applying the same State standards and respecting the parameters California law and CDE have established for the data that may properly inform the renewal decision.

Thanks,

Izzy

RESPONSE FROM SUMMIT AUGUST 27

Hi Linda,

As referenced above, for middle performing charter schools, renewal is required to be based on the academic performance measures in Education Code section 47607.2(b). This framework is anchored in the applicable Dashboard indicators and, when Dashboard figures for the most recent year are not yet available, verified data provided by the charter school.

We have tried to be very deliberate about adhering to that framework. 2025-26 CAASPP and Dashboard metrics have not yet been finalized and published by the California Department of Education (CDE). CDE's guidance treats the preliminary 2025–26 assessment results as embargoed and limits their use to internal planning until their public release. For that reason, we intentionally did not incorporate those preliminary results into the renewal petition.

This leaves us in a difficult position with respect to the current questions. We understand and respect the District's desire to understand how the school is progressing. At the same time, answering whether preliminary CAASPP results increased or decreased, particularly by individual student group, would effectively require us to characterize and disclose the substance of the very data that CDE currently treats as embargoed and allows only for internal planning purposes. We do not think it would be appropriate for us to circumvent that restriction by describing the results rather than providing the underlying numbers.

More fundamentally, we respectfully believe that both Summit and the District should adhere to the renewal standards the Legislature has established. Summit structured its petition around those standards, including the State data and verified data that may properly be considered in the renewal process. We hope the District's review and recommendation will likewise be grounded in that statutory framework, rather than placing Summit in the position of having to rely upon preliminary or non-verified data that does not meet the State's standards for use in the renewal determination.

Again, none of this is intended to avoid a substantive conversation about Tamalpais or its work. We are very willing to discuss the school's program, improvement efforts, operational evidence,

and the verified data properly before the District. We simply want to ensure that, as we work through the renewal process together, we are all applying the same State standards and respecting the parameters California law and CDE have established for the data that may properly inform the renewal decision.

Talk soon!

Izzy

Appendix VI. Letter of Inquiry sent on September 5, 2026

West Contra Costa Unified School District

Letter of Inquiry 09-05-2026

This letter is to request information about the following issues or concerns. In preparation for our scheduled meeting of Tuesday, September 8, please provide:

A) Information about the Expedition program, including:

1. Current policies and practices for Independent Study for Expeditions.
2. Policies/ practice documents that describe grading for expeditions including how credits are awarded and person(s) responsible for grading (if not included in policies).
3. (Unfilled) Independent Study forms from last and this year.
4. Three example schedules for last year's expeditions.
5. A timeline laying out either planned or completed changes to policy and practice to comply with AB 126 focused only on Independent Study.

B) Documentation describing the restroom practices that meet legal requirements regarding:

1. Adults and Students using the same restroom facilities.
2. Gender Neutral restroom facilities.

C) Specific elements missing from School Safety Plan or onsite records

All questions answered satisfactorily at the site visit on September 2, 2026.

D) Documentation of post enrollment interview process for incoming student with an IEP

1. Process and/or policy for structuring the SpED interview with the incoming family.
2. List of questions used in the SpED interview process with incoming family.

Please respond to this letter with an explanation or provision of any requested documentation by 09/11/2026.

Thank you in advance for your prompt response; we appreciate your partnership. Please note that failure to respond will lead to an escalation in action as outlined in the footer section below, and this may impact charter renewal.

Appendix VII. Letter of Inquiry sent on September 8, 2026

Letter of Inquiry

Ms. Margarita Romo
September 8, 2026

This letter is to request information about the following issue or concern.

Returning to the earlier Letter of Inquiry and your Independent Study program, with adaptations made per our zoom meeting this morning:

1. While Summit does not award students course credits, the school does claim Average Daily Attendance for students on Independent Study (IS) for Expeditions program. Please share how the student's work products are evaluated for "time value", and specifically who will make the evaluation.
2. We understand that Expeditions are counted as Instructional Days and Instructional Minutes, and when combined with IS provide Average Daily Attendance (ADA) to the school. Is that correct? If not, please clarify.
3. Please explain the 17% statistic you named concerning the amount of time that a student may engage in IS.

Members of our review team and several board members have provided other questions:

4. During the school visit the group discussed the services you provide students. We used the terms "Mild-Moderate" to describe Mild-Moderate Student Needs (MMSN) and "Moderate-Severe" to describe Extensive Support Needs (ESN). Please reiterate your current Special Education staffing for each student group.
5. Please provide the CALPADS Report 16.5. We are interested in understanding the breadth of services provided; specifically how many Speech Only students, and how many MMSN and ESN students are enrolled in the 2026-27 school year, and what are their grade levels. Ideal would be this and the last four years' data.
6. If you have any ESN students, what do services look like on average?
7. Students with Disabilities were suspended for at least one day at a rate of 4.7%, leading all other student groups. Please provide an explanation for how Summit Tam is planning to bring this statistic down.

Please respond to this letter with an explanation or provision of any requested documentation for Questions 4 through 7 by tomorrow at 10:00am per request by the WCCUSD board.

Thank you in advance for your prompt response; we appreciate your partnership. Please note that failure to respond will lead to an escalation in action as outlined in the footer section below, and this may impact charter renewal.

Sincerely,

Ms. Margarita Romo

Appendix VIII. LoI Response from Summit sent on September 9, 2026

To: Margarita Roma, Linda Delgado, Douglas Payton
From: Caitlyn Herman, Chief Academic Officer, Summit Public Schools
Date: September 9, 2026
Re: Letter of Inquiry #2

Dear Ms. Romo, Dr. Delgado, and Mr. Payton,

Thank you for the call yesterday morning to further understand Summit Tamalpais' Expeditions experiences and the manner in which Independent Study may be appropriately used alongside this career connected learning experience for young people. As discussed, we will provide responses to your initial letter of Inquiry and the supplemental follow up questions concerning the Independent Study by September 11, 2026¹. Consistent with our longstanding commitment to be responsive to authorizer inquiries, we are sharing responses to the questions in "LOI #2" concerning our special education program this morning.

While we appreciate that many people are working hard to ensure the District can thoughtfully engage in Summit Tamalpais' renewal process, we must note that the compressed timeline for this supplementary request is neither reasonable nor conducive to thoughtful, good-faith oversight and risks undermining the collaborative relationship that effective authorizing requires. Regardless, in the spirit of cooperation and transparency, we have prioritized providing the following substantive responses as expeditiously as possible to meet your timeline.

- 1) *During the school visit the group discussed the services you provide students. We used the terms "Mild-Moderate" to describe Mild-Moderate Student Needs (MMSN) and "Moderate-Severe" to describe Extensive Support Needs (ESN). Please reiterate your current Special Education staffing for each student group.*

In order to meet the full continuum of student needs, Summit Tamalpais determines Special Education staffing based on the individual needs and service requirements reflected in students' IEPs, as well as the credentials required to appropriately serve the student population. Rather than staffing according to fixed "Mild-Moderate" or "Moderate-Severe" categories, we review the profiles of enrolled students and ensure that appropriately credentialed staff are in place to provide the specialized instruction and supports identified in their IEPs.

- 2) *Please provide the **CALPADS Report 16.5**. We are interested in understanding the breadth of services provided:*
 - A. *specifically for 2026-27SY*
 - *how many Speech Only students, and*

¹ "WCCUSD A.) Letter of Inquiry Summit 9-5.pdf" (LOI #1), sent September 5, 2026 at 9:22 AM PTDT; LOI.SummitTam.9-8-26 (LOI #2), sent September 8, 2026 at 8:41 PM PTDT.

- how many MMSN and ESN students are enrolled
 - and what are their grade levels.
- B. Ideal would be this and the last four years' data.*

As shared via email to Dr. Delgado earlier morning, the CALPADS 16.5 report was deprecated in 2024, and is no longer available within CALPADS, thus we are unable to pull that requested document. In an effort to provide information responsive to the inquiry, however, we are sharing internal data. Please note that given the very small number of students reflected in these data, we request the District take extreme care to safeguard student privacy interests.

Our students are supported across the full continuum of Special Education services based on their individual IEP needs. Summit Tam staffs one Special Education case manager/Learning Center teacher for every two grade levels. In addition, three students receive dedicated 1:1 paraprofessional support throughout the school day for health and mobility needs.

For SY2026-27, 3 of the total 72 students with IEPs receive "speech only" services. Summit Tamalpais also currently has one enrolled student who is currently placed in a nonpublic school (NPS) 18–22 transition program.

For the SY2025-26, one of the 81 students serviced at Summit Tamalpais with IEPs received "speech only" services. This number is inclusive of one student with ESN needs who is placed in an 18-22 transition program as part of Summit's continuum of services.

3) *If you have any ESN students, what do services look like on average?*

- a) Summit Tam has one student in this category. She is currently supported in an 18-22 transition program as part of Summit's continuum of services.

4) *Students with Disabilities were suspended for at least one day at a rate of 4.7%, leading all other student groups. Please provide an explanation for how Summit Tam is planning to bring this statistic down.*

SY25 85 students represented in the number on the dashboard; increased 1.5% Despite being lower than the state rate for this student group, our goal is to continue to reduce suspensions across all student groups. As noted in our conversations, given the small size of our school, data fluctuations are represented differently than in a larger student set. Some of the specific ways that we have been working to further reduce this suspension rate are:

- **Restorative and Inclusive Practices:** Summit Tamalpais has made focused investments in restorative practice frameworks and inclusive classroom practices. These strategies aim to replace exclusionary discipline (like suspensions) with proactive conflict resolution and behavioral support.
- **Individualized Interventions:** The school works to strengthen support systems and behavioral interventions tailored specifically to students receiving special education

services, ensuring their individual learning and behavioral needs are addressed directly within the school environment.

- **This approach** positions Education Specialists as key subject-matter experts who can guide grade-level teams in supporting students with diverse behavioral needs. Summit will continue this professional development and coaching model through the 2026–27 school year and beyond.

We are thankful to see progress overall.

cc: Dr. Leroy Gains, Associate Superintendent of Educational Services, WCCUSD; Eric Dillie, Executive Director, Summit Tamalpais; Cady Ching, CEO Summit Public Schools; Izzy Mason, Manager, Public Affairs, Summit Public Schools

Appendix IX. LoI Response(2) from Summit sent on September 14, 2026

Expeditions SY2027

Connecting Passion to Purpose: Real-World Learning at Summit Public Schools

Expeditions is one of the three foundational pillars of student success at Summit Public Schools. By immersing students in rich workforce development and career-connected learning experiences, Expeditions equips young people to explore authentic interests and make informed decisions about their postsecondary education and career pathways.

Program Overview & Core Objectives

The Expeditions program scales real-world, career-connected learning across our network. Over the course of 30 instructional days per school year (representing 17% of total instructional time), students step away from standard academic coursework to engage deeply in real-world pathways, including:

- **Internships:** Gain real-world professional experience with industry partners.
- **Industry Certifications:** Earn recognized credentials that accelerate postsecondary opportunities.
- **Dual Enrollment:** Complete college-level coursework while still in high school.
- **Career Projects & Independent Study:** Pursue customized passion projects and self-directed career exploration.

Proven Impact on Student Futures

Expeditions is more than just an enrichment activity—it is a major catalyst for long-term success. Data shows that **over a third of Summit students cite Expeditions as one of the top three influences on their Concrete Next Step (CNS) decision-making**, ranking higher than peer influence, mentoring, and academic preparedness.

Pillar of Success	How Expeditions Delivers Impact
Strong Relationships	Students build meaningful connections with industry mentors, community partners, and Deans of Expeditions.
Clear Postsecondary Plans	Real-world exposure helps students narrow down career goals and align their high school trajectory accordingly.
Real-World Experiences	Practical, hands-on learning bridges the gap between academic concepts and professional application.

Program Structure & Design

Expeditions are intentionally designed as non-credit-bearing, career-connected experiences. This unique structural choice ensures students can explore passions without the anxiety of letter grades or performance pressure.

Academic Standards and Diploma Requirements

Students in California meet and exceed all state diploma and college entrance requirements (including A-G requirements) through their core academic courses. Because core courses fulfill all necessary graduation credits, Expeditions time is dedicated entirely to high-impact career and passion exploration.

Instructional Minutes & Support

Although non-credit-bearing, Expeditions count fully toward required instructional minutes—similar to mentoring, self-directed learning blocks, and student support time. Deans of Expeditions curate high-quality partner opportunities, while 1:1 Mentors guide students in selecting pathways aligned with their personalized goals.

Program Governance & Legislative Compliance

As stewards of public funds, Summit Public Schools maintains the highest standards of regulatory compliance and program integrity across California.

Compliance Framework Highlights

- **Classroom-Based Charter Status:** Summit operates fully classroom-based charter schools. Expeditions comprise 17% of total instructional days (30 out of 180+ days), remaining comfortably within state thresholds for classroom-based models.
- **Independent Study Contracts:** To comply with state oversight legislation (such as California's AB 126), all participating students complete Independent Study contracts during Expeditions rounds. This framework preserves program flexibility while strengthening student goal-setting and reflection.
- **Robust Documentation:** Students compile activity logs and artifact portfolios documenting their learning outcomes. Deans of Expeditions oversee partner coordination and document verification, while Mentors review learning logs and certify time value of learning.

Frequently Asked Questions

How does college and career readiness fit into the curriculum?

College and career planning is seamlessly embedded into our 1:1 mentoring program. Mentors utilize comprehensive, structured content and webinars to guide students from early career exploration through college applications, financial aid, and postsecondary enrollment.

How does Expeditions support students with specialized needs?

Expeditions are designed to be inclusive and accessible to all learners. For students with Individualized Education Programs (IEPs), IEP teams individually review and approve Independent Study placements to ensure appropriate accommodations and tailored support are provided.

Appendix X. LoI Response Follow-up sent on September 15, 2026

Draft Letter of Inquiry as follow-up to WCCUSD site visit to Summit Tamalpais

Linda Delgado <lidelgado@edmetrix.net>

Tue, Sep 15, 2026 at 10:54 AM

To: Izzy Mason <imason@summitps.org>

Cc: Douglas Pelton <dpelton@edmetrix.net>, Caitlyn Herman <cherman@summitps.org>, Margarita Romo <margarita.romo@wccusd.net>

Hello Summit Team,
Thank you for submitting the information regarding the four student files you'd shared. We have a few follow up questions.

1. We see that 1:4 were on IS. Can you please share specifically how many students for the 2025-26 SY used IS for Expeditions?
2. Please share the date spans for every Expedition for the SY 2025-26 (we have 2 of 3).
3. We noticed that each Expedition week's schedule has one day unaccounted for. For example 11/11/25 is blank within an Expedition schedule that includes: 11/10/25; 11/13/25; 11/13/25 & 11/14/25. The other schedule (January 26) is similarly missing a day. Please explain where students are those days, and how that fits into the program.
4. It appears that some students are on-campus and others are not. Please explain.
5. Are all of these scheduled Expeditions part of the school's Instructional Minutes count?

Thanks so much!

Linda

[Quoted text hidden]

Appendix XI. WCCUSD High School Comparison Data

Comparison of Academic Indicators: Performance and Status				
School Year 2024-25	English Language Arts	Mathematics	English Learner Progress	College/Career
Summit: Tamalpais	56.9 points below standard	121.8 points below standard	48.1% making progress	Prepared 89.3%
Aspire Richmond CCPA	57.2 points below standard	107 points below standard	46.5% making progress	Prepared 80.8%
De Anza High	42.1 points below standard	147.6 points below standard	19.8% making progress	Prepared 49.3%
El Cerrito High	25.6 points below standard	87.9 points below standard	37.1% making progress	Prepared 51.1%
Hercules High	33.5 points above standard	33.8 points below standard	31.1% making progress	Prepared 70.3%
John F. Kennedy High	166.5 points below standard	247.4 points below standard	14.8% making progress	Prepared 28.9%
Leadership: Richmond	3.5 points below standard	64.5 points below standard	32.8% making progress	Prepared 75.4%
Pinole Valley High	31.1 points below standard	104.8 points below standard	29.3% making progress	Prepared 44.1%
Richmond High	36.6 points below standard	145.9 points below standard	26% making progress	Prepared 34.2%
Middle College High	103 points above standard	14.7 points above standard	<i>fewer than 11 students</i>	Prepared 100%
WCCUSD	52.4 points below standard	77.9 points below standard	33.8% making progress	Prepared 41%

Note: The colors indicate performance levels, the first Criteria for renewal. Using that criteria, all schools outperformed Summit in ELA, and with the exception of one charter school, all schools outperformed Summit in Math.

In ELP, Aspire CCPA and El Cerrito High outperformed Summit, and MCHS had insufficient numbers of students to count.

In C/C, Hercules, MCHS, and Leadership outperformed Summit, while Aspire CCPA, Pinole Valley and the District as a whole matched the Performance Level.