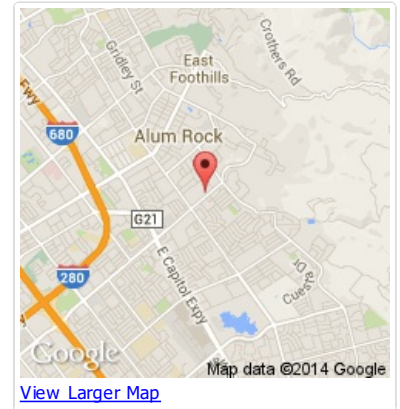# Summit Public School: Tahoma

Mr. Nicholas Kim

📍 Principal, Summit Public School: Tahoma

About Our School

Contact

14271 Story Rd.
San Jose, CA
95127

Phone: 408-- 729-1981
E-mail: nkim@summitsanjose.org

View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Summit Public School: Tahoma
Street	14271 Story Rd.
City, State, Zip	San Jose, Ca, 95127
Phone Number	408-- 729-1981
Principal	Mr. Nicholas Kim
E-mail Address	nkim@summitsanjose.org
County-District-School (CDS) Code	43104390123794

District	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	http://www.sccoe.org
Superintendent First Name	Xavier
Superintendent Last Name	De La Torre
E-mail Address	xavier_delatorre@sccoe.org

Last updated: 2/1/2014

School Description and Mission Statement (School Year 2012-13)

OUR MISSION

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

We believe deeply that every student is capable of college and career readiness and should have access to high-performing public schools to prepare them for success in college, career and life.
While some students will select career paths or community colleges, the preparation for attending a four-year college will help them avoid the academic and skill deficit that results from placement in a non-college prep, high school diploma program.

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

THE SUMMIT EXPERIENCE

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

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

We use five pictures that show this type of learning and then next to each picture is a description.

Here are the descriptions:

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

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

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

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

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

Last updated: 2/1/2014

Opportunities for Parental Involvement (School Year 2012-13)

Tahoma recognizes that students learn best when parents are involved in their learning and their learning community. Almost all current research indicates that parental involvement is the single most important ingredient to student success after socioeconomic status. Accordingly, Tahoma actively reaches out to parents to encourage them to be involved in the school in many ways. The Tahoma parent organization (PIVOT is responsible for coordinating Tahoma volunteer needs and activities, and recording volunteer participation. The parent management team strives to match school needs with the interests and schedules of each family and values input from the entire Tahoma community. PIVOT is divided into 6 functional committees with Managers for each group, and leads for each subgroup. The committees are as follows: Fundraising, Communications, Events, Student Recruiting, and Facilities. Some examples of volunteer opportunities include:

- Driving, chaperoning, or helping to plan the school camping trip

- Driving, chaperoning, or helping to plan grade level Study Trips

- Helping to serve lunch

- Doing data entry, mailings, translation, & other community outreach

- Assisting with Open Houses & other recruiting events

- Helping with the college process

- Assisting with school clubs and sports

Tahoma's PIVOT website can be found at: https://sites.google.com/site/tahomaspivot/

Last updated: 2/1/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
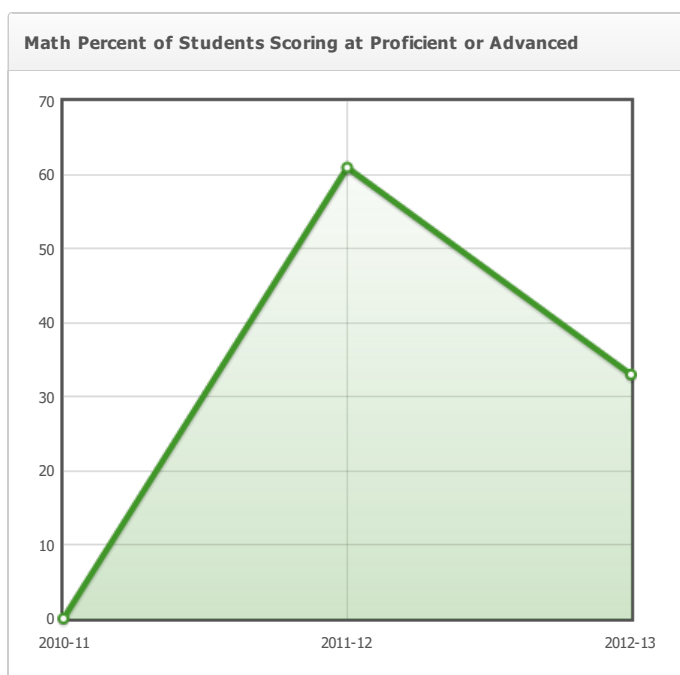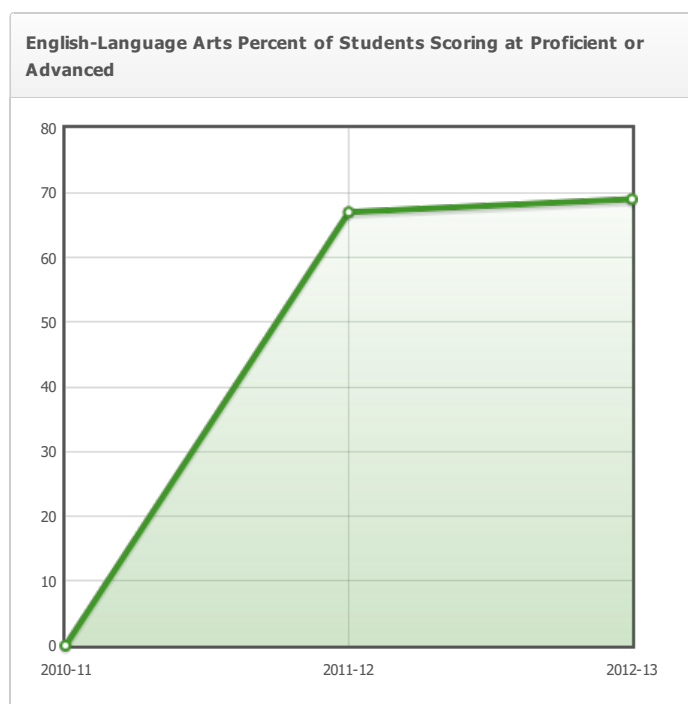
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
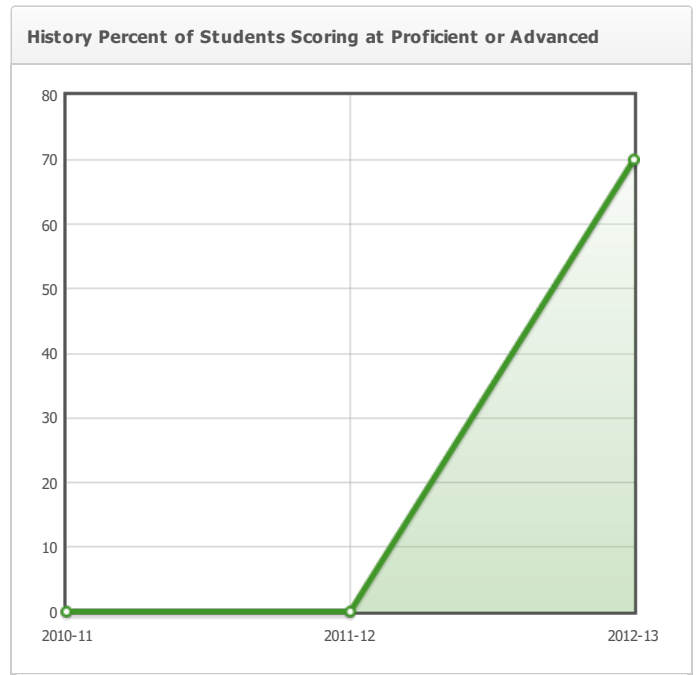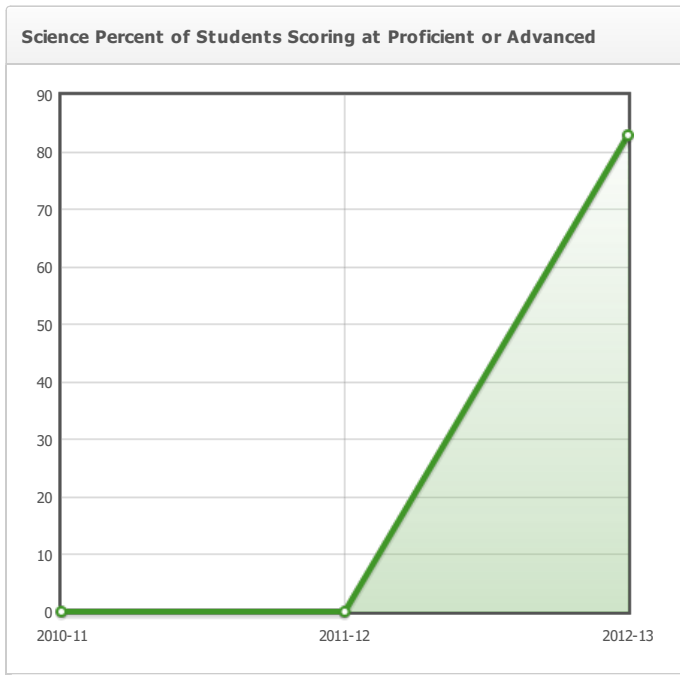
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	67%	69%	55%	58%	57%	54%	56%	55%
Mathematics	N/A	61%	33%	55%	57%	58%	49%	50%	50%
Science	N/A	N/A	83%	51%	65%	63%	57%	60%	59%
History-Social Science	N/A	N/A	70%	30%	46%	44%	48%	49%	49%

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

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced	History Percent of Students Scoring at Proficient or Advanced

Last updated: 1/30/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	69%	33%	83%	N/A
Male	63%	34%	81%	N/A
Female	75%	32%	84%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	90%	76%	100%	N/A
Filipino	82%	36%	N/A	N/A
Hispanic or Latino	61%	23%	75%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	83%	39%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	68%	29%	76%	N/A
English Learners	44%	6%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
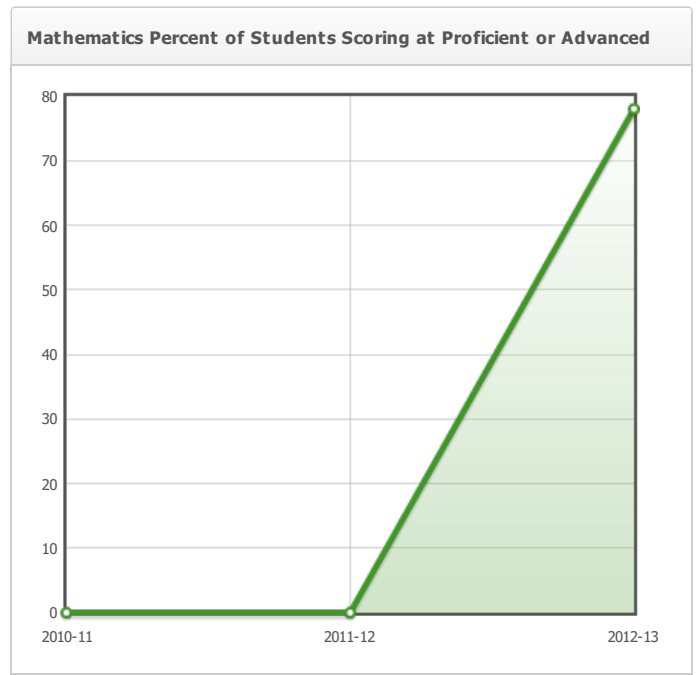
Last updated: 1/28/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	79%	37%	39%	45%	59%	56%	57%
Mathematics	N/A	N/A	78%	32%	40%	47%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
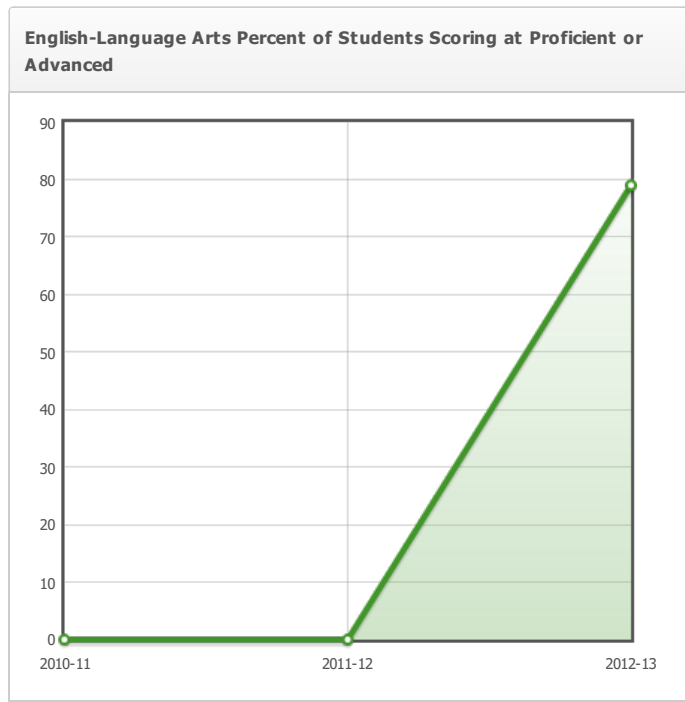
English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/28/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	21%	33%	46%	22%	42%	36%
Male	28%	33%	40%	19%	30%	51%
Female	14%	34%	52%	24%	53%	22%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	8%	31%	62%	N/A	23%	77%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	29%	33%	38%	30%	43%	26%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	22%	31%	47%	19%	56%	25%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/28/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.0%	24.8%	36.2%

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

Last updated: 1/28/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks — Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide			9
Similar Schools			

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group — Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School		B	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			11
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/28/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	181	848			4,655,989	790
Black or African American	6				296,463	708
American Indian or Alaska Native	0				30,394	743
Asian	22	947			406,527	906
Filipino	11	885			121,054	867
Hispanic or Latino	119	812			2,438,951	744
Native Hawaiian or Pacific Islander	0				25,351	774
White	16	907			1,200,127	853
Two or More Races	7				125,025	824
Socioeconomically Disadvantaged	91	825			2,774,640	743
English Learners	56	832			1,482,316	721
Students with Disabilities	9				527,476	615

Last updated: 1/28/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/28/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/28/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	105
Grade 10	93
Total Enrollment	198
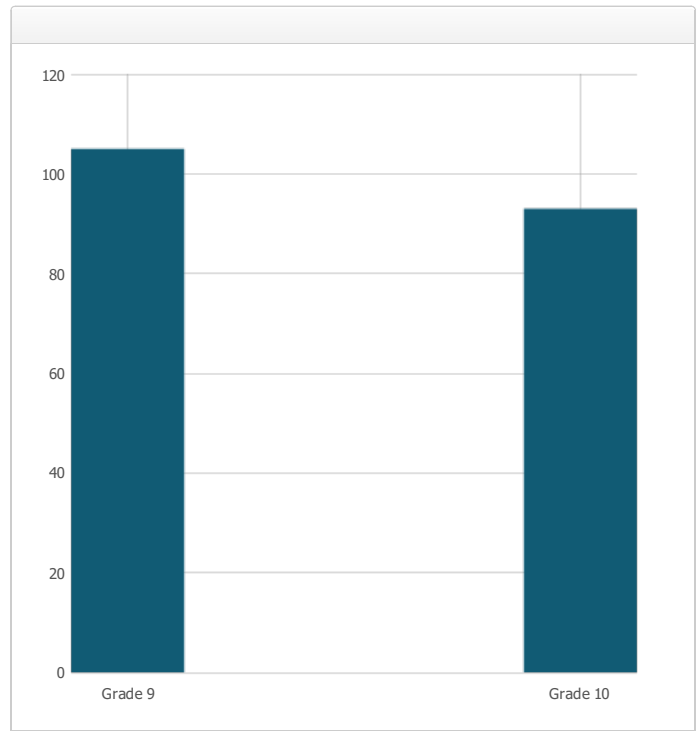
Last updated: 1/28/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.0
Asian	10.6
Filipino	5.6
Hispanic or Latino	67.2
Native Hawaiian or Pacific Islander	0.0
White	9.1
Two or More Races	3.5
Socioeconomically Disadvantaged	51.5
English Learners	32.3
Students with Disabilities	4.0
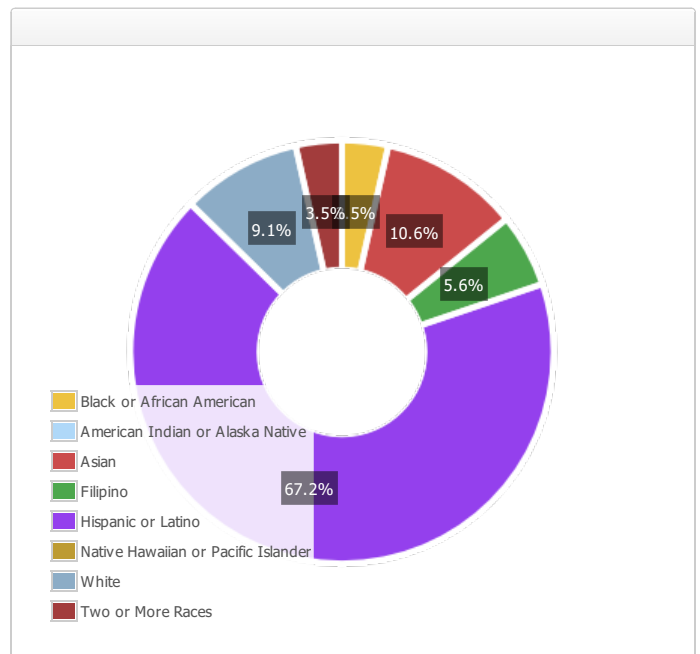
Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Elementary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/28/2014

Average Class Size and Class Size Distribution (Secondary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English					24.5	0	4	0	25.0	2	6	
Mathematics					24.5	4	2	2	51.0			6
Science					26.0	0	4	0	25.0	1	7	
Social Science					24.5	0	4	0	25.0	2	6	

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

Last updated: 1/28/2014

School Safety Plan (School Year 2012-13)

Tahoma has worked hard to ensure the School Safety Plan meets or exceeds safety standards. There is a designated team on site to review and monitor the safety plan periodically. The Plan includes but is not limited to Emergency Safety Drills, building inspections and safety training for staff members. All staff and students participate in training to ensure familiarity with emergency procedures. All staff members are certified in first aid and CPR.

The School also complies with the Education Code requirement that each new employee be fingerprinted for the purpose of obtaining a criminal background check as a condition of employment. Tahoma follows standard health and safety practices as required by State and local law.

All visitors to the school are required to sign in and indicate the purpose of their visit. No unauthorized visitors are allowed on the campus. The School practices close communication with parents, such as calling home when a student is sick or in the case of a medical emergency to ensure the health and safety of the student body.

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		5.00	7.00	397.00	457.00	625.00
Expulsions		2.00	11.00	11.00	3.00	13.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.
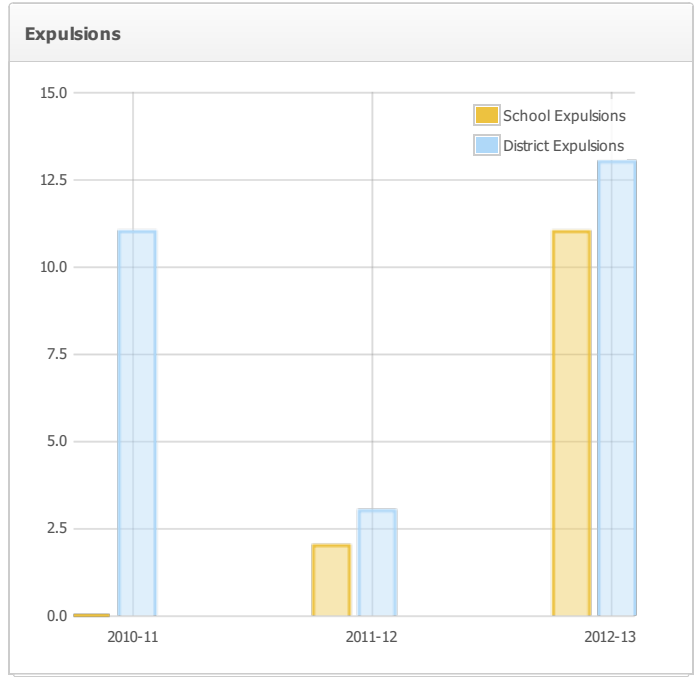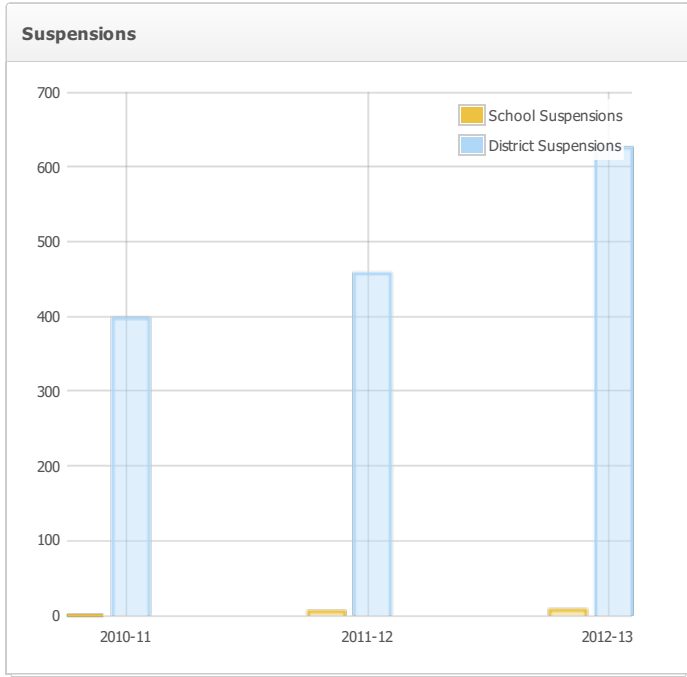
Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Summit Public School: Tahoma is located in a privately funded facility at 14271 Story Road in San Jose. The campus is a former elementary school with portable classrooms, a multipurpose room that is used as a gym, auditorium, community room, and a lunch area. There is a spacious outdoor area, teacher and administrative offices, and outdoor parking.

Each classroom is equipped with an LCD projector and the entire building is equipped for wireless internet. There is a separate student and teacher network. The building is equipped with an alarm system that is armed every evening when faculty leave.

The facilities are well maintained and in good condition and are adequate for the delivery of the instructional program. Tahoma contracts directly for custodial services and the facilities are cleaned on a daily basis.

Last updated: 1/28/2014

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

*Last updated: 1/28/2014*

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential		8	13	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	
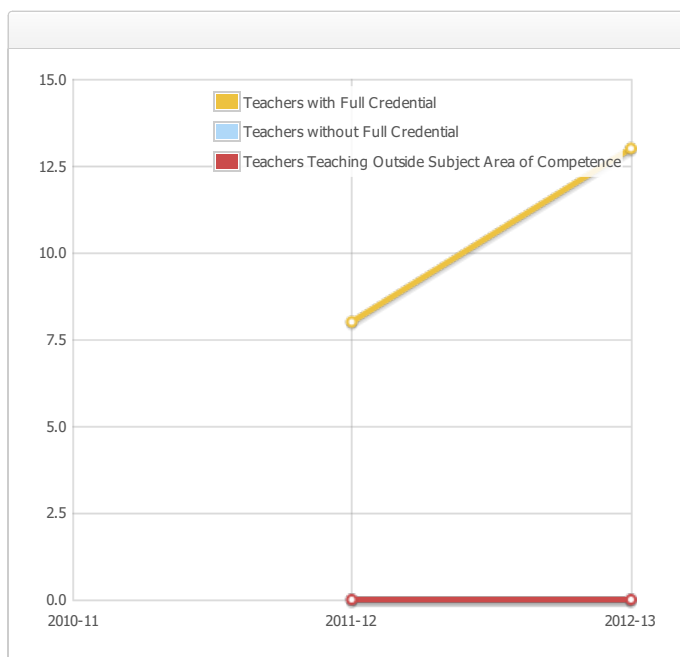
Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			
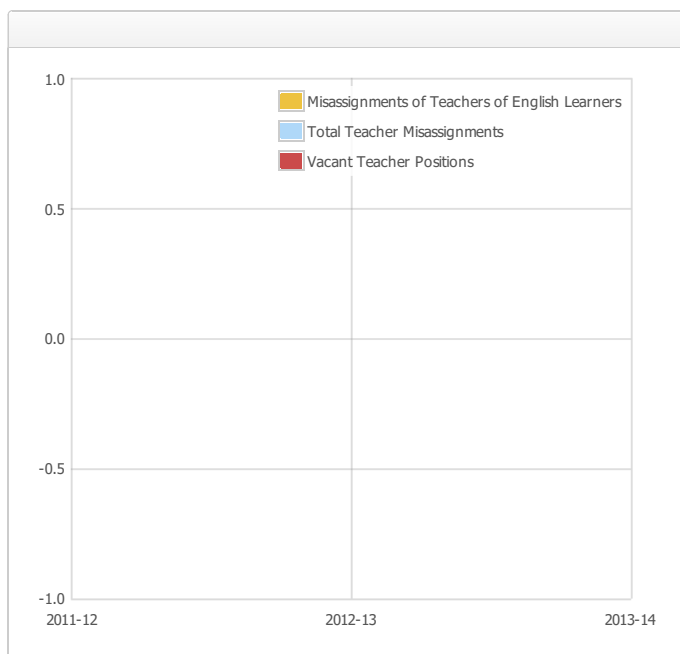
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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

Last updated: 1/28/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

Last updated: 2/1/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below: Literacy Design Collaborative No Red Ink PBS.org BrainPop SAS Curriculum Pathways 19pencils Better Lesson Purdue OWL Writing Exercises Poetry Foundation Grammar Girl CNN/CBS Story Archive Poetry Out Loud ESL Bee My English Teacher Open Yale Courses Brain Pop EReadingWorksheets Time4Writing Libraryspot.com Shmoop Literary Glossary Writing Commons Montgomery, KY School District Interactice Grammar quiz Grammar YourDictionary English Club Super Teacher Tools Wise Geek Bright Hub Education Shakespeare Glossary No Fear Shakespeare Teacher Google site ChompChomp Folger Shakespeare Library Guide to Grammar & Writing Jeopardy Labs American Literature UPenn Writing Center - Poetry Brain Pickings Vocabulary News ELA	Yes	0.0
Mathematics	Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below: Virtual Nerd HippoCampus Brightstorm Dan Meyer Three Act Tasks	Yes	0.0

Kuta Software
Stacey Roshan's screencasts

Rossman/Chance Applets
PBS.org
Manga High
Khan Academy
WTAMU Math Lab
CK-12
Nrich
Nrich
PurpleMath
Math Is Fun
Regents Prep
National Library of Virtual Manipulatives
Illustrative Mathematics
thattutorguy
Mathematics Vision Project
Gooru
Learnist
Math Goodies
Quantitative Methods in Social Sciences website
Steve Mays videos
Dummies.com for stats
You Tube Stats videos
Education Portal
IXL Math
Census Bureau Easy Stats
Applying Mathematical Processes
Interactive Mathematics
Kendall Hunt High School Mathematics Resources
Illuminations NCTM
Learnzillion
The Radix Endeavor
TenMarks
http://www.wolframalpha.com/problem-generator/
Mathalicious
Balanced Assessment
Mathematics Assessment Project
PhET
Wolfram Educational Portal

| Science | Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below:

Neo K12
Crash Course
Bozeman Science
Brain Genie
Brightstorm
ck 12
Ted-Ed
ChemThink
Learn Genetics
DNA from the beginning
AAAS
Education Portal: Science
Science Case Studies Database
DNA learning center
HHMI - Biointeractive
MESA
Understanding Evolution
Gooru
Practical Work for Learning (Nuffield Foundation)
Pearson (Biology)
The Radix Endeavor
Ben Canning (teacher connected with SPS)PhET | Yes | 0.0 |
| History-Social Science | Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below:

Facing History Units and Resource Bank | Yes | 0.0 |

Stanford History Education Group Assessments and Resources
PBS.org
Crash Course by John Greene (search on YouTube)
http://www.eyewitnesstohistory.com/
Gooru
Big History
smart history
scholastic

Foreign Language	Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below: Trent University- Spanish language exercises Dr. Lemon Avenue Language Learning Study Spanish Proyecto Aula Literatura Proyecto Aula Lengua Music to help you learn Spanish Centro Virtual Cervantes BBC Spanish Realidades - Companion sites Aprender Español Quia 123 TeachMe Spanish.Language&Culture Linguee Quizlet Duolingo Libroteca Audiria Cliff-notes homework help Awesome website EcuRed Biblioteca Virtual Miguel de Cervantes Web de AP Lengua Prensa Escrita Ciudad Seva Spanish Rhyming Dictionary Historia-Relaciones Internacionales durante siglo XX Poesia! Historia SpanishDict.com Cuentos Infantiles Para Niños Spanish proverbs and sayings with their English equivalents Kid's Health (Español) Diccionario de la Real Academia Española Maylen's BUNCH O' RESOURCES from Step Greenpeace Mexico No Comprendo	Yes	0.0
Health	Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks to access curriculum. The major online curricular resources supporting our academic program are listed below: Sex Ed Playlist	Yes	0.0
Visual and Performing Arts	A Midsummer Night's Dream, William Shakespeare Romeo and Juliet, William Shakespeare Our Town, Thorton Wilder Death of a Salesman, Arthur Miller The Homecoming, Harold Pinter Angels In America, Tony Kushner Waiting for Godot, Samuel Beckett	Yes	0.0
Science Laboratory Equipment (grades	Summit Public School: Tahoma has a 1:1 technology ratio. Students in our school use Chromebooks	Yes	0.0

9-12) to access curriculum. The major online curricular resources supporting our academic program are listed below:

Neo K12
Crash Course
Bozeman Science
Brain Genie
Brightstorm
ck 12
Ted-Ed
ChemThink
Learn Genetics
DNA from the beginning
AAAS
Education Portal: Science
Science Case Studies Database
DNA learning center
HHMI - Biointeractive
MESA
Understanding Evolution
Gooru
Practical Work for Learning (Nuffield Foundation)
Pearson (Biology)
The Radix Endeavor
Ben Canning (teacher connected with SPS)PhET

Last updated: 2/1/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$10,482	$4,341	$6,141	$52,000
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$71,584
Percent Difference – School Site and State	N/A	N/A	10.90%	-27.40%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

Tahoma's parent fundraises each year between 3 and 5 % of total revenue comes from fundraising. Each year, Tahoma determines which programs would best benefit from this funding and the overall funding from the state.

Additionally, Tahoma outsources to various parties for its Intersession/Expeditions courses, operations and housekeeping (custodial services, facilities, and lunch), back office support (accounting, payroll), special education (testing, placements), athletics (coaching), and legal counsel.

Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

1.0		
0.5		
0.0		
-0.5		
-1.0		
Beginning Teacher Salary	Mid-Range Teacher Salary	Highest Teacher Salary

Principal Salary Chart

1.0		
0.5		
0.0		
-0.5		
-1.0		
Average Principal Salary (Elementary)	Average Principal Salary (Middle)	Average Principal Salary (High)
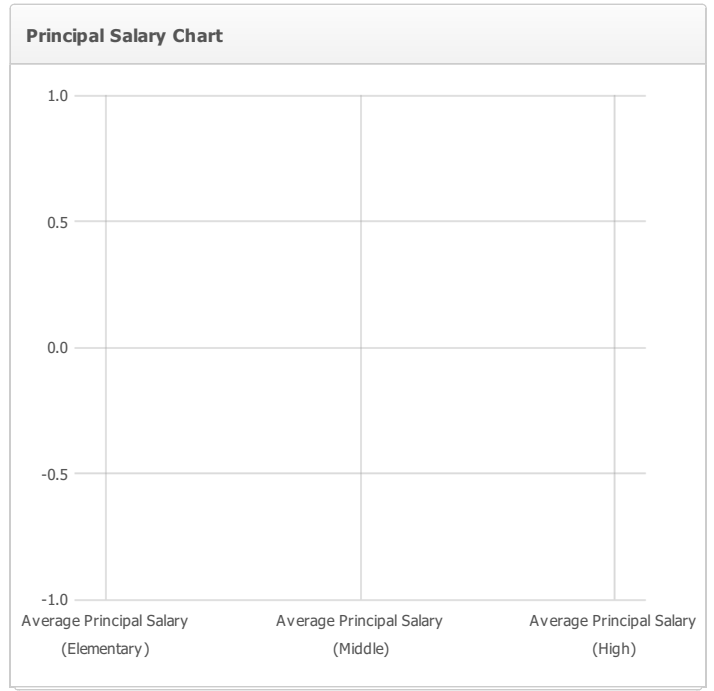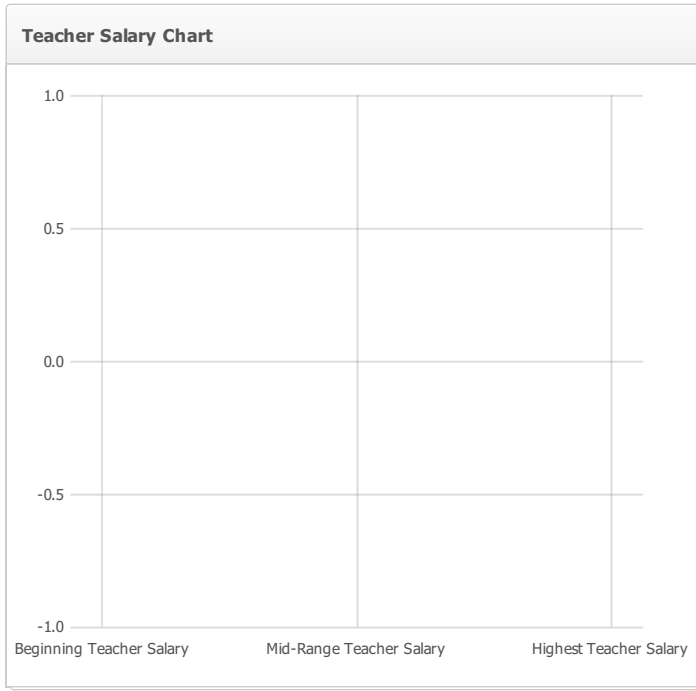
Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate							16.6	14.7	13.1
Graduation Rate							74.72	77.14	78.73

Dropout/Graduation Rate Chart
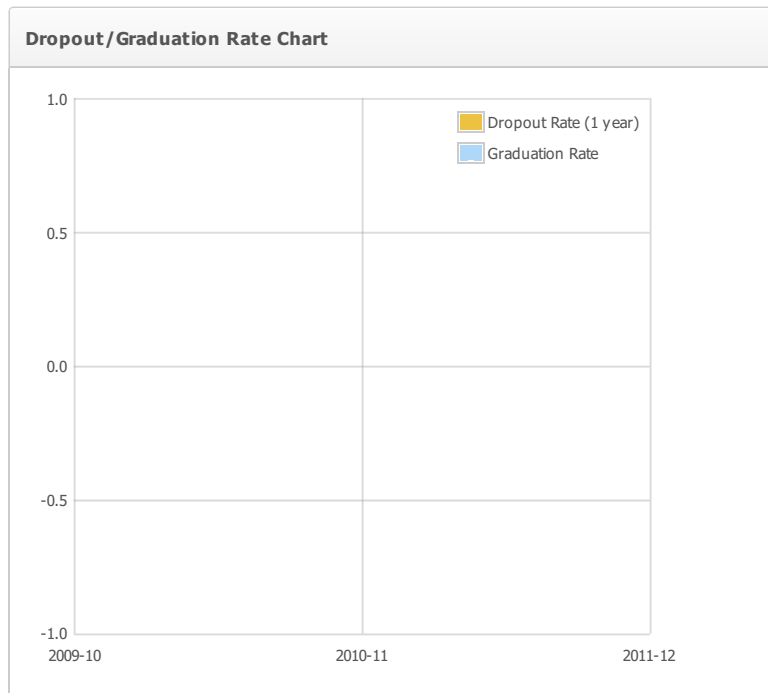
Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

	Graduating Class of 2012		
Group	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/30/2014

Career Technical Education Programs (School Year 2012-13)

Tahoma does not currently offer any Career Technical Education Programs.

Last updated: 1/28/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/30/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission

2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission

Last updated: 1/30/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/28/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development starts with every Summit teacher an empowered, self-directed and continuous learner who is working to improve student outcomes every day. We know that providing students with high-quality, high-impact teachers is one of the most important factors in their success.

Every year, the faculty comes together to look at student acheivement data as well as reflections from the previous year to determine the needs of the school and its students. From there, we decide what school goals most align to better support teacher growth and student achievement. For example, these school goals include: creating and maintaining a college-bound culture, actively engaging students in learning, creating a sense of belonging and ownership, and making progress in our work daily. These goals then inform the work that we do as a faculty and the individual goals of each teacher.

Teachers professionally develop skills and knowledge focused on enabling high-impact activities with every student, every day. We do this through an innovative professional development program in which:

• Every teacher participates in 40 days of professional development each year.
• Every teacher has access to professional development experiences that are personalized to meet their needs, goal-driven, and supported by high-quality tools and resources. These experiences could be workshops, collaboration with colleagues, peer observations, support from external partners, and individual coaching from administration.
• Every teacher's development is linked to student success.
• Every teacher has the opportunity to share best practices and collaborate with his or her peers to ensure we are always providing students with the highest quality education.

These professional development experiences must ensure that teachers are empowered to drive their own development, growth and improvement.

Tahoma believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence. Creating a professional Tahoma relies heavily on the professional development of our staff.

Every teacher has a two hour block of time every day to plan individually or to work with other department members for collaborative planning. Each week, approximately 4 hours of time is allotted for staff meeting time; this time is broken down in to full faculty planning for common goals, visions, and school wide concerns, grade level time, and time for teams and individuals can work towards meeting goals set forth on their personal educator plans.

Last updated: 2/1/2014