

Division of Charter School Oversight

Staff Report for the Summit Public Schools: K2 Charter Renewal

November 3rd, 2026

Table of Contents

BACKGROUND 3

Charter History and Current Information 3

Legal Standards 3

CHARTER ANALYSIS 5

Charter Term Performance 5

Charter Petition Review 10

STAFF RECOMMENDATIONS 13

Findings of Fact 13

Additional Comments 13

Recommended Board Action 14

APPENDICES 16

A. Completed FCMAT Charter Petition Evaluation Matrix 16

B. CCCOE Petition Review Team Questions for SK2 58

C. SK2 Petitioner Response 63

D. 2023 SK2 Notice of Concern 124

BACKGROUND

Charter History and Current Information

Summit Public Schools: K2 ("SK2") is a start-up, direct-funded charter school that began serving students in 2014. Located in El Cerrito, California, within the boundaries of West Contra Costa Unified School District, SK2 was originally authorized by the Contra Costa County Board of Education ("CCCBOE") on appeal after being denied by the District. SK2 has been in continuous operation since opening and was reauthorized by the CCCBOE in 2018. The current and second SK2 charter term was initially for a five-year period but was extended for three additional years due to post-pandemic legislative action (AB 130 and SB 114) and will conclude on June 30th, 2027.

SK2 serves approximately 550 students from grade 7 to grade 12 and employs a team of approximately 50 adults. The charter is governed and operated by a Charter Management Organization called Summit Public Schools ("SPS") with four other charter schools in their California network. The SPS non-profit Board is currently comprised of seven trustees with diverse backgrounds. SK2 operates as a middle school (grades 7-8) and a high school (grades 9-12) in contiguous buildings of a privately leased facility. The SK2 mission "is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen Concrete Next Step toward a fulfilled life."

The SK2 Petitioners submitted a complete charter renewal petition to the Contra Costa County Office of Education ("CCCOE") on August 25th, 2026. Pursuant to the petition review timeline requirements stipulated in Education Code, the following schedule has been implemented by Staff:

- SK2 Charter Renewal Petition Submitted – August 25, 2026
- CCCBOE Public Hearing – October 14, 2026
- CCCOE Staff Report Publication – November 3, 2026
- CCCBOE Decision Meeting – November 18, 2026

Legal Standards

The CCCOE implements a rigorous and objective vetting process reflective of the California Education Code when conducting the review of a charter petition for renewal. The CCCOE is also guided by criteria developed by the California State Board of Education ("SBE") and codified in Title 5 of the California Code of Regulations ("CCR"). The CCCOE considers whether granting a petition is consistent with sound educational practice, and whether evidence exists to support any of the acceptable grounds upon which a charter petition may be denied under Education Code.

Education Code Section 47601 (all references herein are to the California Education Code, unless otherwise indicated) states that it is the intent of the Charter Schools Act to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure in order to:

1) Improve pupil learning;

2) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
3) Encourage the use of different and innovative teaching methods;
4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite;
5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
6) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems; and
7) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Therefore, pursuant to Education Code 47605(c), a petition for the renewal of a charter school shall not be denied unless written factual findings are made, specific to the particular petition, setting forth facts to support one or more of the following findings:

1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school
2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition
3) The petition does not contain the number of signatures required by Section 47605(a) [Not applicable to renewals]
4) The petition does not contain an affirmation of each of the conditions described in subdivision Section 47605(e)
5) The petition does not contain reasonably comprehensive descriptions of all fifteen (15) elements specified in Section 47605(c)(5)
6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school
7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate [Not applicable to renewals]
8) The school district is not positioned to absorb the fiscal impact of the proposed charter school [Not applicable to renewals]

CHARTER ANALYSIS

Charter Term Performance

Does the petition provide sufficient evidence of schoolwide and subgroup performance to satisfy the renewal criteria in Education Code Section 47607.2?

California Education Code Section 47607.2 provides the performance criteria applicable to renewal petitions. The criteria are divided into performance categories established by the California Department of Education ("CDE"). As interpreted by the CDE, the Charter Schools Act requires categorizing charter school performance into one of the following categories:

1) High: A charter school in this category is eligible for a five, six, or seven-year renewal term.
2) Middle: A charter school in this category may be renewed for a five-year term.
3) Low: A charter school in this category may be renewed for a two-year term only if it meets the conditions under Education Code Section 47607.2(a)(3).

According to the data provided by CDE and the Petition, SK2 qualifies for the "middle performing" category. Pursuant to Education Code Section 47607.2, renewal petition review for such schools requires consideration of "the schoolwide performance and performance of all subgroups[…] on the state indicators included in the evaluation rubrics" in addition to "the performance of the charter school on the local indicators included in the evaluation rubrics." The chartering authority is also required to "provide greater weight to performance on measurements of academic performance." "Measurements of academic performance" are defined as "indicators included in the evaluation rubrics adopted pursuant to Education Code Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator."

In addition to these indicators, reviewing a renewal petition also requires clear and convincing evidence, using "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced" (what the State Board of Education has deemed "verified data") showing either:

1) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

In addition to the grounds for denial described in Education Code Section 47605, a renewal petition may be denied only with written factual findings with specific facts detailing that:

1) The school failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
2) Closure is in the best interest of pupils; and
3) That the decision provided greater weight to performance on measurements of academic performance.

The table below provides a summary of SK2 2024, 2025, and 2026 California School Dashboard Performance on the academic indicators compared to that of the State of California.

Data provided includes both schoolwide performance and all numerically significant student groups. Local educational agencies and schools traditionally receive one of five color-coded performance levels on the state indicators which represents a measurement of both status and change. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. Performance levels are reported for all students and any student group that has at least 30 students in both the current and prior year (i.e. "numerically significant"). An exception is for foster and homeless youth as well as Long-Term English Learners at the local educational agency level where performance levels are reported if there are at least 15 students in those student groups. Data is reported without a performance level if there are between 11 and 29 students and data is omitted entirely if there are less than 11 students. The Science Indicator will have status, change, and be reported with colors on the 2025 Dashboard for the first time. Any cells below that do not have a color or that show "---" are meant to indicate that data is limited or not available due to one or more of the above factors.

	2024 ELA	2025 ELA	2026 ELA
SK2	-32.3	-53.1	-80.1
State	-13.2	-8.1	-7.5
SK2 (AA)	-40.0	-72.4	-78.2
State (AA)	-58.9	-51.3	-49.4
SK2 (HI)	-40.8	-53.6	-87.7
State (HI)	-39.3	-33.7	-32.2
SK2 (SED)	-34.6	-56.3	-89.0
State (SED)	-40.9	-35.3	-34.1
SK2 (SWD)	-129.3	-149.7	-165.7
State (SWD)	-95.6	-89.4	-89.3
SK2 (EL)	-86.1	-116.5	-127.8
State (EL)	-67.6	-59.9	-60.3
SK2 (LTEL)	-135.1	-127.8	-156.1
State (LTEL)	-109.6	-104.5	-105.6
	2024 Math	**2025 Math**	**2026 Math**
SK2	-125.5	-119.5	-134.8
State	-47.6	-42.4	-38.9
SK2 (AA)	-158.0	-144.9	-139.8
State (AA)	-102.2	-95.8	-91.5
SK2 (HI)	-130.0	-120.2	-145.1
State (HI)	-79.2	-73.6	-38.9
SK2 (SED)	-125.7	-124.5	-142.1
State (SED)	-78.2	-72.9	-69.2
SK2 (SWD)	-204.6	-204.3	-204.3
State (SWD)	-124.3	-120.7	-120.0
SK2 (EL)	-162.6	-149.7	-166.4
State (EL)	-93.4	-86.1	-83.0
SK2 (LTEL)	-211.3	-169.0	-199.8
State (LTEL)	-163.5	-158.9	-159.6
	2024 Science	**2025 Science**	**2026 Science**
SK2	46.5 sp	45.1 sp	40.5 sp
State	51.1 sp	52.6 sp	54.2 sp
SK2 (AA)	37.5 sp	33.1 sp	33.4 sp

State (AA)	41.5 sp	43.4 sp	44.9 sp
SK2 (HI)	47.2 sp	44.8 sp	39.4 sp
State (HI)	45.4 sp	47.1 sp	48.7 sp
SK2 (SED)	46.0 sp	45.2 sp	38.2 sp
State (SED)	45.6 sp	47.1 sp	48.7 sp
SK2 (SWD)	33.6 sp	32.9 sp	30.8 sp
State (SWD)	36.8 sp	38.3 sp	38.9 sp
SK2 (EL)	37.5 sp	35.1 sp	31.6 sp
State (EL)	39.0 sp	41.1 sp	42.2 sp
SK2 (LTEL)	28.9 sp	31.5 sp	25.8 sp
State (LTEL)	32.8 sp	34.0 sp	34.4 sp
	2024 ELPI	**2025 ELPI**	**2026 ELPI**
SK2	45.9%	26.5%	44.2%
State	45.7%	46.4%	47.4%
SK2 (LTEL)	47.0%	24.7%	45.2%
State (LTEL)	45.8%	49.1%	54.1%
	2024 CCI	**2025 CCI**	**2026 CCI**
SK2	34.7%	88.4%	93.8%
State	45.3%	51.7%	55.6%
SK2 (AA)	---	---	---
State (AA)	37.4%	35.7%	41.3%
SK2 (HI)	26.5%	88.2%	95.4%
State (HI)	37.4%	45.1%	50.0%
SK2 (SED)	27.9%	87.8%	93.4%
State (SED)	37.4%	44.8%	49.5%
SK2 (SWD)	---	60.0%	100%
State (SWD)	13.5%	18.7%	24.0%
SK2 (EL)	10%	80.8%	92.9%
State (EL)	17.2%	24.3%	29.3%
SK2 (LTEL)	5.6%	80.0%	100%
State (LTEL)	16.5%	24.9%	30.3%

(AA) African American, (HI) Hispanic, (SED) Socioeconomically Disadvantaged, (SWD) Students with Disabilities, (EL) English Learners, (LTEL) Long-Term English Learners

Student performance in ELA and Math is measured as a distance from proficiency ("DFP") number; a negative number being below proficient and a positive being above. The SK2 schoolwide ELA performance has been below the State over the last three years. More concerning, the trajectory of student performance has consistently been downward with double-digit reductions in the DFP resulting in moving from orange in 2024 to red in 2025 and 2026. In math, schoolwide SK2 performance shows a similar picture; with a slight increase and positive color change (red to orange) between 2024 and 2025. Unfortunately, this increase was lost and scores were further reduced in 2026, bringing the school performance back into the lowest color designation. When considering the numerically significant student groups at SK2, the negative trend in student performance persists, finding nearly all student groups decreasing and in the lowest performance category in 2026 for ELA and math. The singular exception is a small increase in performance for African American students in math, however this still has them well behind the State in DFP and performance category (orange).

Student Performance in science is measured in "Science Points" which translate the science assessment scales to a range from zero, as the lowest possible score, to 100 points as the highest possible score. The 2025 Dashboard marked the first year that the science indicator is included as an academic indicator for

purposes of charter performance assessment. SK2 performance again lags well behind the State both schoolwide and for student groups in all three years, and while more yellows and oranges appear in the table cells for this academic indicator, the near universal downward trend in performance is present here as well. Similarly, the only exception is a nominal increase for African American students between 2025 and 2026, but still a net decrease when looking at the three-year span.

The English Learner Progress Indicator ("ELPI") shows the annual percentage of English Learner students making progress towards English language proficiency or maintaining the highest level. SK2 and State performance were very similar in 2024, both earning the same color of orange on the dashboard. In 2025, SK2 had a large performance decrease, moving nearly 20 percentage points below the State and earning a red performance designation. In 2026, SK2 bounced back, coming close to the State and earning the same performance color of yellow. Significantly, a large part of that improvement came with solid progress from the Long-Term English Learner student group which earned a green performance designation in this most recent year.

Finally, the College/Career Indicator ("CCI") reports the annual percentage of high school graduates who have earned the "Prepared" status based on a distinct set of factors specific to the High School program as approved by the State Board of Education ("SBE"). SK2 performed below the State in 2024 on this indicator, earning them an orange compared to the State's yellow. However, the last two years SK2 has seen tremendous growth, outperforming the State by a wide margin, both schoolwide and for all numerically significant student groups in 2025 and 2026. Their 88.4% in 2025 earned them a green designation and they followed this with continued improvement, jumping to 93.8% and the highest color designation of blue in 2026.

Although the charter's College/Career Indicator (CCI) reflects a high rate of students classified as "Prepared," it is important to consider the specific criteria underlying this result. The CCI recognizes multiple pathways to Prepared status, including performance on Smarter Balanced Summative Assessments, passing scores on Advanced Placement (AP) and International Baccalaureate (IB) exams, and completion of qualifying coursework, such as AP or IB courses or college-credit courses. These pathways vary in the extent to which they rely on independently measured academic proficiency. For SK2, the vast majority of students contributing to the high CCI rate qualified through completion of a-g coursework and passing AP courses, rather than through examination-based pathways. This distinction is particularly relevant given the charter's substantial increase in its CCI performance level on the 2025 California School Dashboard. This increase appears to be attributable, at least in significant part, to the State Board of Education's expansion of the CCI criteria to recognize passing AP course grades as a qualifying pathway, whereas the prior AP pathway relied exclusively on AP exam results. This change expanded the ways students could qualify as "Prepared" without requiring additional evidence of proficiency on external assessments. Consequently, SK2's high CCI rate is driven primarily by coursework completion and teacher-assigned grades rather than independently measured academic proficiency. Although successful completion of a-g and AP coursework is meaningful evidence of academic progress and college preparation, it does not necessarily establish proficiency on standardized assessments. Given the charter's challenges on CAASPP as detailed above, this distinction is important when interpreting its CCI results. SK2's performance on this indicator should therefore be considered in light of the revised state criteria and the specific pathways through which SK2's students qualified as "Prepared," rather than as conclusive evidence of a corresponding improvement in demonstrated academic proficiency.

In addition to the academic indicators on the California School Dashboard, a middle performing charter school may present verified data to the authorizer to further demonstrate student performance with

regard to academic progress as well as postsecondary outcomes. SK2 chose not to include any academic progress verified data in its petition. Given that the previously authorized SK2 petition (for the current charter term) and recent Local Control Accountability Plans consistently refer to the administration of the NWEA MAP assessments for reading and math, CCCOE staff inquired about the absence of this important data and requested disclosure. SK2 responded that they did not implement the MAP assessments with fidelity and therefore they believed that the data was not available and/or accurate resulting in their decision to withhold. SK2 does make several narrative claims in the petition and in responses to Staff questions that suggest they are seeing important signs of academic progress and turnaround results, but to date they have not provided any quantitative or qualitative evidence to substantiate these claims.

SK2 has provided verified data related to post-secondary outcomes, including college-going, persistence, and completion rates. The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 or 16 months of completing high school. The most recent year reported in CDE's Dataquest is 2022-23 in which SK2 had a 70.4% CGR. This impressive achievement is higher than the State average and much higher than comparison schools. Preceding years show very similar results, suggesting this is not an anomaly. SK2 goes on to present college persistence data that reinforces their students' post-secondary success. The National Student Clearinghouse ("NSC") Research Center Persistence and Retention Report defines the college persistence rate as the percentage of beginning postsecondary students who return to college at any higher education institution (either their original school or a different one) for their second academic year. According to NSC, SK2 students persist at college at rates between 80% and 90%, which well exceeds the benchmark for similar schools nationwide. And finally, SK2 has shared preliminary data from NSC denoting the completion rates of the three class cohorts that are within completion range, once again demonstrating strong results (SK2's first graduating class was 2019-20). The totality of this post-secondary verified data is a validating compliment to the charter's high CCI performance on the California School Dashboard and suggests that the SK2 culture around college readiness Is yielding meaningful results for students.

See Appendix C for more detailed verified data information.

Does the charter have any substantial and concerning fiscal, governance, or access factors?

CCCOE has no record of verified complaints from the SK2 community with regard to discriminatory or exclusionary admissions or enrollment practices. CCCOE did issue one Notice of Concern during the current charter term (see Appendix D). The NOC cited a troubling combination of projected deficit spending and unreasonable growth projections in the SK2 2023 1st Interim report and reminded the charter of the expectations for operating in a financially sound fashion. Subsequent to that time, SK2 has made appropriate adjustments and reductions in their budgeting, and our monitoring has yielded no further fiscal concerns. Finally, SK2 has historically provided unmodified audit reports, with the previous seven years being completely clean. Therefore, Staff concludes there is no evidence to support a finding that the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend pursuant to Education Code Section 47607(e).

Charter Petition Review

Does the petition present an unsound educational program for the pupils to be enrolled in the charter school?

Under Education Code Section 47605 and 5 CCR § 11967.5.1(b), a charter petition shall be considered unsound if it is either of the following:

1) A program that involves activities the county determines will present the likelihood of physical, educational, or psychological harm to the affected students.
2) A program the county determines will not likely be of educational benefit to the pupils who attend.

The SK2 Petition describes their implemented educational program in detail. CCCOE staff has assessed the curricular choices and instructional strategies of the charter and finds them to be based in sound educational practice with evidence to suggest that students are receiving a meaningful benefit. Over the course of the previous charter term, Staff has conducted multiple site visits (1-3 times each year) to the SK2 campus during which they met with leadership and other SK2 community members, observed instruction in classrooms, and inspected the facility. There is no evidence that suggests SK2's program would present a likelihood of physical, educational, or psychological harm to students.

Based on the information provided, Staff finds that the Petition is consistent with a sound educational program.

Are the petitioners demonstrably unlikely to successfully implement their program?

Per Education Code Section 47605 and 5 CCR § 11967.5.1(c), SBE takes the following factors into consideration in determining whether petitioners are "demonstrably unlikely to successfully implement the program set forth in the petition:"

1) If the petitioners have a history of involvement in charter schools or other educational agencies, the history is one that is regarded as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.
2) The petitioners are unfamiliar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school.
4) The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

SPS has been managing the charter schools in their CMO for twenty-three years and SK2 has been in continual operation since its founding. The proposed SK2 renewal petition is comprehensive in demonstrating SK2's level of stability and capacity; which includes a holistic budget, financial plan with

required reporting schedule, a detailed Local Control and Accountability Plan, and other necessary reports, records, and systems.

Therefore, staff concludes there is insufficient evidence to deny the petition based upon a finding that the Petitioners are demonstrably unlikely to successfully implement their program.

Does the charter petition include all required affirmations?

For purposes of Education Code Section 47605, a charter petition may be denied if it does not contain an affirmation of each of the conditions described in Section 47605(e). The SBE regulations at 5 CCR § 11967.5.1(e) provide that each affirmation should be clear and unequivocal.

SK2 has included all required affirmations in its "Affirmations and Declaration" section beginning on Page 11.

Admission preferences and associated affirmations are provided in Element H of the Petition and conform to legal requirements. The proposed SK2 admission preferences are as follows:

The following groups shall be exempt from the lottery:

1) Existing students
2) Children of current Summit Public Schools teachers and staff and founders of SPS: K2
3) Children of Summit Public Schools teachers and staff (up to 10% of enrollment)

Preference in the lottery shall be provided in the following order of declining priority:

1) Siblings of currently enrolled students or graduates of SPS: K2 residing within the boundaries of the District
2) Siblings of currently enrolled students or graduates of SPS: K2 residing outside the boundaries of the District
3) Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: K2 is located
4) Students residing within the boundaries of the District
5) All other students who wish to attend the Charter School

Education Code Section 47605(e)(2)(b)(i) stipulates that the authorizing Board must approve all charter enrollment preferences at a public meeting and that the preferences cannot result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged. Staff sees no evidence to suggest that the SK2 enrollment preferences would result in any such limitations. Consideration of each of the enumerated preferences shall be deemed a part of the public hearing for the SK2 renewal and incorporated into the final decision on the Petition.

Does the charter petition include reasonably comprehensive descriptions of the 15 Elements identified in Education Code Section 47605(c)(5)?

Under Education Code Section 47605(c)(5), the Board may deny a petition if it fails to contain reasonably comprehensive descriptions of any of the fifteen different elements specified in the statute as listed below:

A. Description of Vision, Mission and Educational Program
B. Measurable Student Outcomes
C. Student Progress Measurement
D. Governance Structure
E. Employee Qualifications
F. Health and Safety Procedures
G. Racial and Ethnic Balance
H. Admissions Policies and Procedures, If Applicable
I. Annual Independent Financial Audits
J. Suspension and Expulsion Procedures
K. Staff Retirement System
L. Public School Attendance Alternatives
M. Post-employment Rights of Employees
N. Dispute Resolution Procedures
O. Closure Procedures

Education Code further elaborates on the specific information that must be included in each of the required elements as well as additionally required supplemental criteria to be deemed complete and compliant. CCCOE Staff uses the FCMAT (Fiscal Crisis and Management Assistance Team) Charter Petition Evaluation Matrix to facilitate the review and analysis of submitted petitions. In order for petition content to meet the evaluation standard, the document must demonstrate solid preparation and grasp of key issues that indicate a reasonably comprehensive description, while also providing many characteristics of concise, specific, and accurate information.

Upon receipt of the SK2 Charter Petition, the CCCOE convened a Petition Review Team and commenced with the review process to determine if the Petitioners met the requirements set forth in Education Code and any other applicable law. The CCCOE Petition Review Team consists of experts from various departments to ensure the review is informed and objective.

As indicated in the completed and attached FCMAT Charter Petition Evaluation Matrix (see Appendix A), Staff has concluded that the Petition contains all legally required content with appropriate detail, context, and explanation. Any errata identified were of inconsequential scope, clerical error, or clarified through questions to the Petitioners (see Appendix B and C).

Does the charter petition declare that SK2 will be the exclusive public school employer?

Pursuant to Education Code Section 47605(c)(6), a petition may be denied if it fails to contain a declaration of whether or not the charter school will be the exclusive public school employer for the purposes of the Education Employment Relations Act.

Under its Affirmations and Declaration section, on Page 11, SK2 affirms that it will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act.

STAFF RECOMMENDATIONS

Findings of Fact

The grounds for petition denial as enumerated in the Charter School's Act are exclusive (*United Teachers of Los Angeles v. Los Angeles Unified School District* (2012) 54 Cal. 4th 504, 524.). Therefore, unless sufficient evidence exists to support one of these findings, a charter petition should be approved.

SK2's ELA, math, and science Dashboard results, taken in combination with the absence of any academic progress verified data, suggests there may be sufficient evidence to support a finding for denial based on Education Code 47607.2(b). That is, that SK2 has made insufficient progress toward meeting standards that provide a benefit to the pupils of the school; that there is no evidence to suggest the persistent and severe decline in CAASPP assessment data over the charter term is likely to improve, therefore making closure in the best interest of pupils; and that this decision was rooted primarily in weighing measurements of academic performance.

SK2 has provided extensive narrative both in the Petition and in answers to Staff questions regarding plans for academic performance improvement. Staff finds these plans to be achievable and generally based in sound pedagogy and proven school turnaround practices. Staff also recognizes the strong results in CCI and the accompanying post-secondary verified data that provide clear and compelling evidence that the school has achieved measurable benefits in academic achievement for SK2 students. Furthermore, pursuant to Education Code 47607.2(b)(6), it is Staff's opinion that there is insufficient evidence to support a conclusion that "closure of the charter school is in the best interest of pupils" primarily based on an analysis of the academic performance record of schools that the SK2 pupils would otherwise attend.

Additional Comments

Other California School Dashboard Indicators

While Education Code guides the chartering authority to focus on measurements of academic performance for purposes of renewal, it is still important to review the additional indicators on the California School Dashboard. For SK2 this would be the Chronic Absenteeism Rate, Graduation Rate, and the Suspension Rate.

	2024 Chronic Abs.	2025 Chronic Abs.	2026 Chronic Abs.
SK2	15.8%	22.0%	33.5%
State	18.6%	17.1%	16.1%
	2024 Graduation Rate	**2025 Graduation Rate**	**2026 Graduation Rate**
SK2	93.1%	88.4%	93.8%
State	86.7%	87.8%	88.1%
	2024 Suspension	**2025 Suspension**	**2026 Suspension**
SK2	9.4%	6.3%	4.8%
State	3.2%	2.9%	2.7%

SK2 has seen marked increases in Chronic Absenteeism on a schoolwide basis over the last three years. While, like nearly all LEA's, they experienced higher levels of absenteeism post-pandemic, their numbers have trended uniquely upward in recent years, which is particularly concerning when examined in conjunction with negative trends in academic performance. It is highly likely that there is a direct corollary between student absence and declining test scores.

Graduation rates at SK2 have been admirably high, earning them green performance levels in two of the last three years. While there was a small dip in the rate in 2025 which earned them a lower performance color due to the negative change, they rebounded in 2026 and have remained above the State across the three-year span.

SK2's schoolwide suspension rate has historically been higher than the State. They have made meaningful improvements in this data point over the last three years, cutting their numbers in half and earning a green performance designation in 2026.

Finally, all local indicators were reported as "standard met" for all Dashboard years during the charter term.

Changes to SK2 Petition

The SK2 Petition contains appropriate and necessary updates as required by law and to reflect the current SK2 program. Staff does not believe any of the noted changes to be material to the Petition.

Recommended Board Action

After considering the available evidence and all applicable legal requirements, Staff finds that the Summit Public Schools: K2 Charter Renewal Petition meets the requirements for renewal and recommends that the Contra Costa County Board of Education approve the Petition.

Education Code section 47607.2(b)(2) directs the chartering authority to give "greater weight to performance on measurements of academic performance" when considering a charter renewal. SK2's academic indicators on the California School Dashboard present a varied picture of student achievement. While some measures reflect areas of strength, others point to a significant need for improvement. Collectively, these indicators do not provide a clear or conclusive basis for determining the school's overall academic effectiveness.

When Dashboard academic indicators yield inconsistent findings, an analysis of verified data becomes particularly important to ensure a comprehensive and evidence-based evaluation. In this case, pursuant to Education Code section 47607.2(b)(3)(B), while no academic progress verified data was available, Staff does find clear and convincing evidence that SK2 demonstrates "strong postsecondary outcomes, as measured by college enrollment, persistence, and completion rates," with rates generally exceeding those of similar schools. These verified outcomes offer important insight into SK2 student success beyond high school and, when considered alongside the Dashboard findings and other available information, provide a sufficient basis for recommending renewal.

Finally, as previously discussed, pursuant to Education Code section 47607.2(b)(6), Staff does not find sufficient grounds to conclude that "closure of the charter school is in the best interest of pupils." Accordingly, Staff recommends renewal of SK2's charter, with continued attention to strengthening academic achievement in areas where the Dashboard clearly identifies opportunities for growth.

If the Board chooses to approve the Petition, it should do so with the condition that SK2 enters into a Memorandum of Understanding with the Contra Costa County Board of Education.

If the Board denies the Petition, then the Board may cite this Staff report as written findings supporting its decision which are specific to the Petition, and which are grounded in one of the permissible reasons for denial discussed above.

APPENDIX A

Charter Petition Evaluation Matrix

FCMAT

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Foreword

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

This document was originally created in partnership with and with the support of the former Charter Accountability and Resource Support Network (CARSNet) advisory board. The goal of this project was to create a unique, legally compliant evaluation tool that can be used by school districts and county offices uniformly across the state of California.

This update includes revised information based on new legislation. FCMAT acknowledges the many people who have taken part in creating this tool. Their time, dedication and shared expertise have been invaluable. It is our hope that as you use this tool you will continue to find it a helpful guide in your charter authorizing practice.

Table of Contents

Foreword 1

I. Introduction: Reviewing Charter School Petitions 4

Guiding Principles 4

State Guidance 4

Instructions To Charter School Petition Review Team / Evaluation Rubric 5

The Petition Review Team 5

II. Petitioner Certification 7

Instructions to Lead Petitioner 7

Certified Signature of Petitioner 7

Acceptance by District/COE 7

Petition Appeal Consideration and Acceptance {EC 47605(k)(1)(A)} 8

III. Intake Information / Cover Sheet 9

Petitioner Intake Information 9

Petition Review and Presentation Timelines (Authorizer Use Only) 9

Facility Information 9

Related Business Organizations and Other Corporate Affiliations 10

Affiliated Schools and Prior Charter School Experience 10

Special Education - SELPA Information 10

IV. Required Petition Elements 11

A. Description of Vision, Mission and Educational Program 11

B. Measurable Student Outcomes 13

C. Student Progress Measurement 14

D. Governance Structure 15

E. Employee Qualifications 16

F. Health and Safety Procedures 17

G. Racial and Ethnic Balance 18
H. Admissions Policies and Procedures, If Applicable 18
I. Annual Independent Financial Audits 19
J. Suspension and Expulsion Procedures 20
K. Staff Retirement System 21
L. Public School Attendance Alternatives 22
M. Post-employment Rights of Employees 22
N. Dispute Resolution Procedures 23
O. Closure Procedures 23

V. Required Supplemental Criteria 25
Financial and Administrative Plan 25
Back Office Providers 27
Charter Management Organization (CMO) 27
Facilities 28
Impact Statement 29
Community Impact 30
Special Education 30
Required Declaration 32
Required Affirmations 32

VI. Alternative Education Criteria 33
Criteria For Alternative Education Charter Schools, If Applicable 33

VII. Independent Study Supplemental Criteria 35
Independent Study/Non-Classroom-based Instruction — For Renewals Only 35

VIII. Charter School Petition Review Findings of Fact 37

IX. Glossary 38

I. Introduction: Reviewing Charter School Petitions

Guiding Principles

The Charter School Petition Evaluation Matrix was developed to align with the Education Code (EC), state regulations and other pertinent laws required for reviewing charter school petitions. The purpose of the document is to help guide the reviewer through the charter school petition review process, helping to identify strengths and weaknesses of a charter school petition. Elements of a countywide charter (EC 47605.6) petition are organized in a different manner, but the same criteria apply; therefore, you can use this same document to review a countywide charter school petition.

State Guidance

The California Code of Regulations, Title 5, Section 11967.5 provides the following guidance for reviewing a charter petition:

> The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(c) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school by the State Board of Education.

The California Code of Regulations (CCR), Title 5, Section 11967.5.1(g) states that a "reasonably comprehensive" description shall include, but not be limited to, information that:

(1) Is substantive and is not, for example, a listing of topics with little elaboration.

(2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.

(3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.

(4) Describes, as applicable among the different elements, how the charter school will:

(A) Improve pupil learning.

(B) Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.

(C) Provide parents, guardians, and pupils with expanded educational opportunities.

(D) Hold itself accountable for measurable, performance-based pupil outcomes.

(E) Provide vigorous competition with other public-school options available to parents, guardians, and students.

Instructions To Charter School Petition Review Team / Evaluation Rubric	
1. **Identify your team**, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities. 2. **Rate the charter school petition** in the various petition elements and supplemental sections of the evaluation matrix. a. Mark either "met" or "not met" in the "Evaluation Standard Met" column for each specific criteria. Criteria in **RED** indicate descriptions that are required by law to be included in the charter petition. Criteria in **BLACK** are descriptions that are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive. b. Use the state guidance and rating definitions below to guide your assessment. c. At the end of each section, elaborate in the comment section on the areas you rated as "not met." 3. **Analyze the results**. At the end of this process, you will be able to determine whether the petition is reasonably comprehensive or if there are any identified findings of fact. This tool should be used as part of your final analysis and report to the district governing board.	
Evaluation Standard Met	The charter petition demonstrates solid preparation and grasp of key issues that indicate a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional elaboration that is not substantive in nature.
Evaluation Standard Not Met	The charter petition addresses some of the criteria but lacks meaningful detail. The description lacks important or key additional information needed to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the criteria. Additional substantive information is required to determine the charter petitioner's ability to implement or meet the requirement in practice.

The Petition Review Team

Identify your team and which members will be responsible for reviewing which sections of the charter school petition.		
Area of Review (EC 47605(c))	**Department Responsible**	**Name of Reviewer**
A. Education Program	Educational Services	Kristy Warren, Lilia Tsui
B. Measurable Student Outcomes	Educational Services	Mimi Quan
C. Student Progress Measurement	Educational Services	Mimi Quan
D. Governance Structure	Educational Services	Neil McChesney
E. Employee Qualifications	Human Resources	Kandi Hayes, Mere Parkhurst

F. Health and Safety	General Services	Bruce Burns
G. Racial, Ethnic, Special Education and English Language Learner Balance	Educational Services	Neil McChesney
H. Admissions Policies and Procedures	Educational Services	Neil McChesney
I. Annual Financial Audits	Business Services	Andrea Arnold, Heidi Andrews
J. Suspension and Expulsion	Educational Services	Neil McChesney
K. Staff Retirement System	Human Resources	Kandi Hayes
L. Attendance Alternatives	Educational Services	Neil McChesney
M. Post-Employment Rights of Employees	Human Resources	Kandi Hayes
N. Dispute Resolution Process	Educational Services	Neil McChesney
O. Closure Procedures	Educational Services	Neil McChesney
Supplemental Criteria		
Areas of Review EC 47605(h), 47641(a), 47646	**Department Responsible**	**Name of Reviewer**
Financial/Administrative Plan	Business Services	Andrea Arnold, Heidi Andrews
Charter Management Organization (i.e., entities managing charter schools)	Educational Services	Neil McChesney
Facilities	General Services	Bruce Burns
Impact Statement	Educational Services	Neil McChesney
Community Impact	Educational Services	Neil McChesney
Special Education	Student Programs	Tom Scruggs
Required Declarations and Affirmations	Educational Services	Neil McChesney
Independent Study, if applicable	Educational Services	Neil McChesney
Alternative Charter Schools, if applicable	Educational Services	Neil McChesney

(apply district or county name or logo here)

II. Petitioner Certification

(must be completed and signed by petitioner)

Instructions to Lead Petitioner

1. Complete and review the Cover/Intake and Petitioner Certification forms
2. Insert the petition page numbers in the far right column (titled "Located on Page(s)") of the 15 Element and Supplemental Criteria sections of the evaluation matrix.
3. Complete, sign and submit this Petitioner Certification page and forms with the charter petition.

Education Code Section 47605(a)(1): A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

	Yes	No
(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation.		
(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation.		

Education Code Section 47605(b): A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.

Certified Signature of Petitioner

I hereby certify under the laws of the state of California and the United States that the foregoing petition and cover page(s) are deemed complete, true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if it is later discovered and is material to compliance with the Charter Schools Act.

name of lead petitioner	signature of lead petitioner	date

Acceptance by District/COE

name of district personnel receiving petition	signature of district personnel receiving petition	date received

Petition Appeal Consideration and Acceptance {EC 47605(k)(1)(A)}

(COE Office Use Only)

	Yes	No	N/A
Petitioner submitted the charter school petition appeal to the county board of education within 30 days of denial by the governing board of the school district as required by law.	○	○	◉
The charter school petition appeal includes new information or changes to the original petition that was submitted to the district. If yes, the petition will be remanded to the district immediately.	○	○	◉
This is a resubmission of the charter school's petition appeal. The school district governing board denied the petition after reconsideration of the petition's new or different material terms to its charter.	○	○	◉

(apply district or county name or logo here)

III. Intake Information / Cover Sheet

Petitioner Intake Information	Petition Review and Presentation Timelines (Authorizer Use Only)		
Name of Proposed Charter School	○ **Initial Petition**	○ **Petition Appeal**	◉ **Renewal**
Summit Public Schools: K2	***District that Denied Petition (if on appeal):*** n/a		
Name and Position of Lead Petitioner	**Petition Submitted Date**	**Public Hearing**	**Decision by Board**
Cady Ching, CEO	8/25/26	*(No later than 60 days after receiving the petition.)*	*(90 days from submission but may be extended 30 days if mutually agreed.)*
Phone and Email		Date Due	Date Due
650-257-9880 cching@summitps.org		10/24/26	11/23/26
Address	**Was an Extension Requested?**	Date Held	Date of Board Decision
780 Broadway Redwood City, CA 94063	○ Yes	10/14/26	11/18/26
Proposed Grade Span for First Year	◉ No		
7-12			

Facility Information				
Have facilities been secured?	◉ **Yes**		○ **No**	
	Street	**City**	**State**	**Zip Code**
Proposed Facility Address	1800 Elm Street	El Cerrito	CA	94530
Facilities being considered (include any Proposition 39 Facility Requests being proposed)				

Related Business Organizations and Other Corporate Affiliations

List all corporations or business entities related to the corporation proposed to operate the charter school and/or lead petitioner(s).

Explain whether, and to what extent, those other entities will participate in operating the charter school (use additional pages if necessary).

Related or Affiliated Entity Name and Contact Information	Services to be Provided, if any
Summit Public Schools	Charter Management Services (CMO)

Affiliated Schools and Prior Charter School Experience

Any past or current operational charter schools affiliated with proposed charter school?	◉ Yes ○ No
Name of affiliated school(s)	7 schools in SPS CMO
Mailing address	California Bay Area and Washington State
Name of authorizing agency and contact name	Multiple authorizers
Authorizing agency contact phone and email	Multiple authorizers

Special Education - SELPA Information

Has charter school applied for or been approved as a local educational agency (LEA) member of a special education local plan area (SELPA)?	◉ Yes ○ No
If yes, provide name of SELPA and contact name.	El Dorado County Charter SELPA Ginese Quan, Executive Director

If no, explain intent for special education compliance as a charter school in the charter petition (see Supplemental Criteria section of this evaluation matrix).

IV. Required Petition Elements

The 15 Charter Elements

Criteria in **RED** indicate descriptions that are required under law to be included in the charter petition.

Criteria in **BLACK** are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

A. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Targeted Student Populations and Community Need			
a. Students the charter school will try to educate and a demonstration of need for proposed educational program.	◉	○	64-65, 79
b. Grade levels and number of students the charter school plans to serve.	◉	○	64-65, 86
c. A clear, concise school mission and vision statement that aligns with the target population.	◉	○	63
d. The needs and challenges of the student groups to be served.	◉	○	79-81
2. Attendance (5 CCR 11960)			
a. School year/academic calendar, number of school days and instructional minutes (EC 47612.5(a)).	◉	○	12
b. Attendance expectations and requirements, including enrollment projections.	◉	○	64-65, 26
c. Master/daily schedule and proposed bell schedule.	◉	○	147-148,
3. What It Means to Be an Educated Person in the 21st Century (5 CCR 11967.5.1 (f)(B)			
a. Goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners.	◉	○	63-79
b. List of academic skills and qualities important for an educated person.	◉	○	69-73
c. List of general nonacademic skills and qualities important for an educated person.	◉	○	69-74

4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR 11967.5.1. (f)(C)			
a. A framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population.	◉	○	69-79
b. Description of learning setting (e.g., site-based matriculation, independent study, tech-based).	◉	○	64, 147-1
c. Instructional approaches and strategies school will use that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the State Board of Education.	◉	○	69-73
d. Process for developing or adopting curriculum and teaching methods.	◉	○	81-92
e. How the charter school will identify and meet the needs of students with disabilities, ELL students, students who are achieving substantially above or below grade level expectations, and other special student populations (EC 52052 (a)(2)). The description demonstrates understanding of the likely ELL population. Includes sound approach to identify and meet the needs of subgroup populations.	◉	○	79-81
f. Special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC Section 47641	◉	○	p 85-93
g. A plan for professional development that aligns with the charter school's proposed program.	◉	○	89-92
5. Materials, Including Technology			
a. How staff's and students' technology resources are aligned with the instructional program and meet state assessment requirements.	◉	○	69-73
b. What materials are available to students; student-to-computer ratio appears reasonable.	◉	○	891
c. A description or plan for providing adaptive technology for special education students.	◉	○	p 85-93
d. Common Core technology standards, digital assessments, and professional learning.	◉	○	69-77
6. Annual Goals (EC 52064)			
a. Annual goals for all pupils and for each subgroup of pupils identified pursuant to EC Section 52052 that apply to the grade levels served.	◉	○	LCAP

b. Goals tied to state priorities listed in EC Section 52060(d) and LCAP, as appropriate. Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions.	⊙	○	LCAP
c. Specific annual actions designed to achieve the stated goals.	⊙	○	69-73
7. Description Requirements for Charter Schools Serving High School Students (EC 47605(b)(5)(A))			
a. How parents will be informed about the transferability of courses to other public high schools.	⊙	○	75
b. How parents will be informed about the eligibility of courses to meet college entrance requirements.	⊙	○	63,78-89
c. How each student will receive information on how to complete and submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application at least once before the student enters grade 12.	⊙	○	75
d. How the exit outcomes will align with mission, curriculum and assessments.	⊙	○	63, 133
e. Affirmation that all students will have the opportunity to take courses that meet the University of California's A-G requirements.	⊙	○	63, 78-79
f. Planned graduation requirements and Western Association of Schools and Colleges (WASC) accreditation are defined.	⊙	○	100
Comments by review team:			

B. Measurable Student Outcomes

Evaluation Criteria: EC 47605(c)(5)(B)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	
1. Measurable pupil outcomes for all groups, i.e., specific assessment methods or tools listed for each exit outcome (EC 47607).	⊙	○	95
2. A description of how pupil outcomes align with the state priorities consistent with the Local Control and Accountability Plan (LCAP), as described in EC 52060(d), that apply for the grade levels served or the nature of the program.	⊙	○	95
3. Specific annual actions designed to achieve the stated goals.	⊙	○	LCAP

4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions.	⊙	○	LCAP
5. Description of how pupil outcomes will address state content and performance standards in core academic areas.	⊙	○	95
6. Description of how exit outcomes align with the mission and instructional design of the program.	⊙	○	94
7. Description or affirmation that benchmark skills and specific classroom-level skills will be developed.	⊙	○	94
8. Schoolwide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals.	⊙	○	LCAP
Comments by review team:			

C. Student Progress Measurement

Evaluation Criteria: EC 47605(c)(5)(C)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Assessment tools that include all required state and federal assessments (e.g., SBAC, ELPAC) for purposes of accountability.	⊙	○	97-98
2. At least one assessment method or tool listed for each of the exit assessments.	⊙	○	97-98
3. A variety of alternative assessment tools, including tools that use objective means of assessment consistent with the measurable pupil outcomes.	⊙	○	97-98
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure.	⊙	○	97-98
5. A plan for collecting, analyzing, using and reporting student and school performance to charter school staff and to students' parents and guardians, and for using the data continually to monitor and improve the charter school's educational program.	⊙	○	99
Comments by review team:			

D. Governance Structure

Evaluation Criteria: EC 47605(c)(5)(D) *THE PETITION DESCRIBES, AT MINIMUM*	Evaluation Standard Met YES	 NO	Located on Page(s)
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation.	◉	○	101
a. Provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. (EC 47605(h)).	◉	○	101-103
b. Includes a set of bylaws and basic policies.	◉	○	Appendix
2. Evidence that the organization and design of the governance structure reflect the following: A seriousness of purpose to ensure that the charter will become and remain a viable enterprise. Understanding and assurance of compliance with open meeting requirements (the Brown Act, Political Reform Act, Government Code 1090, and the Corporations Code, including the Nonprofit Integrity Act).	◉	○	103-104
3. Key features of governing structure including, but not limited to, the following:	◉	○	103-105
a. Delineation of roles and responsibilities of the governing board and staff.	◉	○	103-104
b. A clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations.	◉	○	101-104
c. Size and composition of board, board committees and/or advisory councils.	◉	○	101-104
d. Method for selecting initial board members and election or appointment of replacement board members.	◉	○	102-103
4. A process for involvement or input of parents and guardians in the governance of the charter school, including the following:	◉	○	105-107
a. A clear delineation of roles and responsibilities of parent councils, advisory committee and other supporting groups.	◉	○	105-107
b. A description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at the charter school.	◉	○	106

5. Specific policies and internal controls that will prevent fraud, embezzlement and conflict of interest, and that ensure the implementation and monitoring of those policies.	◉	○	Appendix
6. A description and frequency of board trainings and workshops.	◉	○	104
7. Other important legal or operational relationships between the charter school and granting agency.	◉	○	101

Comments by review team:

E. Employee Qualifications

Evaluation Criteria: EC 47605(c)(5)(E)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (EC 47605.4)	◉	○	108-112,1
2. Those positions that the charter school regards as key and for which it specifies additional qualifications , responsibilities and accountability.	◉	○	108-109
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, noninstructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff and students.	◉	○	109-111
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leaders.	◉	○	32,89,121
5. Roles and lines of authority for board and management positions.	◉	○	102-104
6. Qualifications for non-core, non-college-prep teaching positions staffed by noncertified teachers.	○	◉	N/A
7. Proposed teacher-to-student ratio.	◉	○	108

Comments by review team:

6 - no longer an exemption for elective teacher to not hold a credential.

F. Health and Safety Procedures

Evaluation Criteria: EC 47605(c)(5)(F)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. A comprehensive charter school safety plan, and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually.	◉	○	103
2. Assurances that the charter school will require a criminal background clearance report and proof of tuberculosis examination prior to employment.	◉	○	113-114
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the California Department of Education (CDE) online training module available to all employees who interact with students.	◉	○	113-120
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy. Policy must be adopted in conjunction with a variety of stakeholders and must address the needs of specifically high-risk groups.	◉	○	113-120
5. Health and safety practices for students and staff. Health and safety policies and practices should include, but not be limited to, the following: Mandated child abuse reporting. Natural disasters and emergencies, including seismic safety (structural integrity and earthquake preparedness). Required immunizations, vision, hearing and scoliosis health screenings, and administration of medications to the same extent as would apply if the students attended a noncharter public school. Staff training on emergency and first aid response (e.g., epi pen usage, defibrillator) Notification to students, parents and guardians on how to access student mental health services on campus and/or in the community Assurances that in grades 6-12, if applicable, the charter school identifies the most appropriate method of informing parents and guardians of human trafficking prevention resources.	◉	○	113-120
a. references include health- and safety-related policies and procedures or the date by which they will be adopted and submitted to the authorizer.	◉	○	Apdx N O
6. Assurances regarding compliance with the Americans with Disabilities Act (ADA).	◉	○	113-120

Comments by review team:

G. Racial and Ethnic Balance

Evaluation Criteria: EC 47605(c)(5)(G)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Specific practices and policies the charter school will design and implement to attract a diverse applicant pool and enrollment that reflects the general population, including special populations that reside within the district's territorial jurisdiction.	◉	○	121, App
2. Practices and policies appear likely to achieve racial and ethnic balance.	◉	○	122
3. The outreach strategies, which identify specifically who the targeted groups will be and include developed or planned benchmarks for achieving balance.	◉	○	Appendix
4. Types of supports that will be provided to maintain enrollment balance (e.g., counselors, support staff, medical-related staff).	◉	○	Appendix

Comments by review team:

H. Admissions Policies and Procedures, If Applicable

Evaluation Criteria: EC 47605(c)(5)(H)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.	◉	○	124

2. A clear description of admission policies that meet the state and federal permissive preferences.	⊙	○	123-125
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	⊙	○	123-124
4. Proposed admissions and enrollment requirements, process and timeline, which include the following:	⊙	○	124-126
a. Information to be collected through the interest form, application form, and/or enrollment form.	⊙	○	126
b. Assurances that enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission.	⊙	○	124
5. Description of the public random drawing processes that comply with state and federal laws.	⊙	○	125-126
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated pupil balance the charter school strives to reflect.	○	⊙	Note

Comments by review team:

While the Petition does not provide any specific assurances regarding preferences and possible negative pupil balance impacts, the preferences stipulated in this Element are very typical and not likely to unilaterally cause imbalance.

I. Annual Independent Financial Audits

Evaluation Criteria: EC 47605(c)(5)(I)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	
1. The manner in which the audit will be conducted.	⊙	○	142
2. Procedures to select and retain an independent auditor, including: Qualifications that will be used for the selection of an independent auditor, Assurance that the auditor will have experience in education finance.	⊙	○	142-143
3. Assurance that the annual audit will employ generally accepted accounting principles.	⊙	○	142
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required by law.	⊙	○	143

5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions.	⊙	○	143
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer.	⊙	○	143
7. Who is responsible for contracting with and overseeing the independent audit.	⊙	○	142

Comments by review team:

Education Code section 47605, subdivision (c)(5)(I), otherwise known as Element I of a charter petition, was removed upon the Governor's signing of AB 126. Education Code 47605, subdivision (m), now states that "a charter school shall provide for an annual and independent financial and compliance audit in accordance with Section 41020." The SK2 petition was assessed based on these updated legal requirements.

J. Suspension and Expulsion Procedures

Evaluation Criteria: EC 47605(c)(5)(J)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. A process for suspensions of fewer than 10 days, including the following:	⊙	○	128-130
a. Oral or written notice of the charges against the pupil.	⊙	○	128
b. If the pupil denies the charges, an explanation of the evidence that supports the charges.	⊙	○	Appendix
c. How an opportunity will be provided for the pupil to present a rebuttal to the charges.	⊙	○	Appendix
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including the following:	⊙	○	Appendix
a. Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.	⊙	○	Appendix
b. A process of hearing adjudicated by a neutral officer within a reasonable number of days, and to which the pupil has the right to bring legal counsel or an advocate.	⊙	○	Appendix
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided with written notice, and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian.	⊙	○	129

4. Understanding of relevant laws protecting constitutional rights of students. Petitioner's understanding of relevant laws should indicate that their proposed lists of offenses and procedures provide adequate safety for pupils, staff and visitors to the school, and serve the best interests of the school's pupils and their parents and guardians.	⊙	○	128-130
a. Provides for due process for all students and demonstrates understanding of the rights of students with disabilities, in regard to suspension, expulsion and involuntary dismissal.	⊙	○	Appendix
b. Explanation of how authorizer may be involved in disciplinary matters.	⊙	○	130
Comments by review team:			

K. Staff Retirement System

Evaluation Criteria: EC 47605(c)(5)(K)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. A statement of what retirement options will be offered to employees	⊙	○	131
a. State Teachers' Retirement System (STRS) (if STRS, then all teachers must participate).	⊙	○	131
b. Public Employees' Retirement System (PERS).	⊙	○	131
c. Social Security.	⊙	○	131
2. Whether retirement will be offered, with language clearly reflecting one of the following choices for each retirement system: Coverage will be offered to eligible employees. The charter school retains the option to elect the coverage at a future date. The charter school will not offer coverage.	⊙	○	131
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made.	⊙	○	131

Comments by review team:

L. Public School Attendance Alternatives

Evaluation Criteria: EC 47605(c)(5)(L)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. Attendance alternatives for students who reside within the county and choose not to attend the charter school.	◉	○	132

Comments by review team:

M. Post-employment Rights of Employees

Evaluation Criteria: EC 47605(c)(5)(M)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. School district employees' return to employment rights, including the following:	◉	○	133
a. Whether, and how staff may resume employment within the district or authorizer.	◉	○	133-135
b. The ability to transfer sick and/or vacation leave to and from the charter school and another LEA	◉	○	133
c. Whether staff will continue to earn service credit (tenure) in district while employed at the charter.	◉	○	133
2. Whether collective bargaining contracts of the charter authorizer will be controlling documents.	◉	○	137

Comments by review team:

N. Dispute Resolution Procedures

Evaluation Criteria: EC 47605(c)(5)(N)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. A process for the charter and the authorizer to settle disputes related to the provisions of the charter.	⊙	○	134-136
2. The process by which the charter will resolve internal complaints and disputes.	⊙	○	134
a. Includes Uniform Complaint procedures and a description of how this process is communicated to parents, staff and the community.	⊙	○	134
3. Acknowledgement that, except for disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies.	⊙	○	134
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.	⊙	○	134-135

Comments by review team:

O. Closure Procedures

Evaluation Criteria: EC 47605(c)(5)(O)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	YES	NO	
1. The procedures to be used if the charter school closes, including the following:	⊙	○	138-140

a. Who is the responsible entity or person that will conduct closure-related activities.	⊙	○	138
b. How the charter will communicate the closure to students, parents and guardians, the authorizing entity, the county office of education, the charter's special education local plan area, the retirement systems in which the school's employees participate, and the California Department of Education.	⊙	○	138
c. Who will conduct the process for the completion and submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports.	⊙	○	139
2. The maintenance plan for pupil records and the manner in which parents and guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	⊙	○	138-139
3. A process for how the charter will ensure a final audit of the charter school.	⊙	○	139
a. An assurance the audit will be conducted within six months of closure.	⊙	○	139
b. The disposition of the charter school's assets.	⊙	○	139-140
c. Plans for disposing net assets including at least the following: The disposition of all assets of the charter, including cash and accounts receivable and an inventory of property, equipment and other items of material value. An accounting of all liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. An assessment of the disposition of any restricted funds received by or due to the charter. Process for the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.	⊙	○	139-140
4. The transfer and maintenance of personnel records in accordance with applicable law.	⊙	○	139
Comments by review team:			

V. Required Supplemental Criteria

Criteria in **RED** indicate descriptions that are required under law to be included in the charter petition.

Criteria in **BLACK** are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

Financial and Administrative Plan			
Evaluation Criteria: EC.47605(h)	**Evaluation Standard Met**		**Located on Page(s)**
THE PETITION DESCRIBES, AT MINIMUM	**Yes**	**No**	
1. A first year operational budget:			
a. Annual revenues and expenditures clearly identified by source.	⊙	○	844-848
b. Revenue assumptions in alignment with applicable state and federal funding formulas.	⊙	○	856-859
c. Expenditure assumptions that reflect the school design plan.	⊙	○	852-855
d. Expenditure assumptions that reflect market costs.	⊙	○	852-855
e. Revenues from grants or other proposed fundraising that are not essential to fiscal solvency.	⊙	○	845-846
f. Minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or $25,000).	⊙	○	851
g. If expenditures exceed revenues in first year of operation, identifies sources of capital sufficient to cover deficits until the budget is projected to balance.	⊙	○	850-851
h. Expenditures for property and liability insurance that name the district or authorizer as additional insured (and/or a hold harmless agreement).	⊙	○	Appx.W
i. Expenditures for reasonably expected legal services.	⊙	○	848
j. Expenditures for special education excess costs, consistent with current experiences in the school district or county office.	⊙	○	848
k. Expenditures for facilities, or, if specific facilities are not secured, reasonable projected cost.	⊙	○	847
l. Expenditures for required student meals that meet federal nutritional requirements.	⊙	○	847
m. The alignment of LCAP expenditures with the charter's budget.	⊙	○	Appx J
2. Financial projections include a clear description of planning assumptions:			
a. Revenues and expenditures in the budget correlate with the number and/or types of students by grade level.	⊙	○	856-858
b. Expenditure assumptions correlate with the number of staff in the budget.	⊙	○	870.852-8
c. Expenditure assumptions correlate with the facility needs in the budget	⊙	○	852-855
d. Expenditure assumptions in alignment with the overall school design plan.	⊙	○	852-855

e. Revenues based on state and federal funding guidelines	⊙	○	852-855
f. Revenues based on reasonable potential growth in local, state and federal categories.	⊙	○	852-855
g. Revenues based on reasonable student growth projections.	⊙	○	856-858
h. Revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency.	⊙	○	846
i. Timeline for any referenced grant applications to be submitted and funded.	⊙	○	850-855
j. Positive reserves are maintained in all three years.	⊙	○	850-855
k. Fund balances are positive, or sources of supplemental working capital are identified.	⊙	○	850-855
3. Start-up costs			
a. Reasonable allocation for all major start-up costs, including the following: Staffing Facilities Equipment and supplies Professional services (e.g., food services) Technology materials Assessment systems/materials Legal costs	⊙	○	n/a
b. In alignment with overall school design plan.	⊙	○	n/a
c. Potential funding sources.	⊙	○	n/a
d. Timeline that allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs.	⊙	○	n/a
4. Cash flow projections for first three years:			
a. Monthly projection of revenue receipts in line with local, state and federal funding disbursements.	⊙	○	850-855
b. Expenditures are projected by month and correspond with typical or reasonable schedules.	⊙	○	850-855
c. Balance sheet accounts are projected by month.	⊙	○	850-855
d. Show positive cash balance each month and/or identify sources of working capital.	⊙	○	850-855
5. Structure for administrative services and operations			
a. Outline or process for how personnel transactions will be conducted (i.e., hiring, payroll, leaves and retirement).	⊙	○	Appx T,Y

b. Accounting and payroll processes that reflect an understanding of school business practices and the expertise needed to carry out the required functions.	⊙	○	141-143 A
c. Plan and timeline to develop and assemble school business practices and expertise.	⊙	○	101-105,1
d. Explanation of how the school intends to manage risk, including any policies and procedures.	⊙	○	113-120;
e. If operated by a nonprofit organization, an affirmation that it will provide additional 501(c)(3) fiscal reports.	⊙	○	Appx V

Back Office Providers

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. Name of the back office provider and a description of support used by the charter.	⊙	○	Appx V
2. Affirmation that the back office provider will provide timely submissions of calendared items by their respective due dates.	⊙	○	Appx V
3. Affirmation that the back office provider will provide timely submissions of requests for information.	⊙	○	Appx V

Comments by review team:

Charter Management Organization (CMO)

(i.e., entities managing charter schools)

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MIMIMUM	Yes	No	
1. Name and relationship of CMO to charter school, including the following: Roles Responsibilities Payment structure Conditions for renewal and termination Investment disclosure	⊙	○	53, 101
2. CMO's role in the financial management of the charter, and the associated internal controls.	⊙	○	103-105
3. Other schools and/or companies managed by the CMO.	⊙	○	Appendix

4. CMO's history, philosophy, and past results operating other schools and/or companies.	⊙	○	17-18
5. CMO's Form 990s for up to prior three years.	○	⊙	n/a
6. Affirmation that the CMO will provide timely submissions of calendared items by their respective due dates.	⊙	○	141
7. Affirmation that the CMO will provide timely submissions of request for information items.	⊙	○	100

Comments by review team:

SPS has made assurances that they comply with all necessary non-profit corporation filing requirements, including Form 990.

Facilities

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MIMIMUM	Yes	No	
1. Location of facility			
a. The types and the location of the charter school facility or facilities that the petitioner proposes to operate, including the following: Size and resources Safety Educational suitability	⊙	○	142
b. The address of the facility or a schedule for securing the facility, including the person responsible for securing the location.	⊙	○	142
c. Assessment and analysis of anticipated facilities needs and viability of potential sites.	⊙	○	142, Apdx
2. Current and projected availability			
a. Current and projected availability of each charter school site, and schedule for securing the facility.	⊙	○	142, Apdx
b. Assurances of legal compliance with all health and safety, ADA, and applicable building codes.	⊙	○	113-120
c. Adequate budget for anticipated costs, including renovation, rent, maintenance and utilities.	⊙	○	Apdx X
d. Statement of whether a request will be made for use of authorizer-owned facilities.	⊙	○	142, NA
e. Lease or occupation agreement for privately obtained facilities, and/or a copy of the lease agreement.	⊙	○	Apdx CC

Comments by review team:

Impact Statement

Evaluation Criteria: EC 47605(h)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MIMIMUM	Yes	No	
1. Number of students anticipated to enroll.	◉	○	65
2. Whether the charter will request to purchase support services from authorizer.	◉	○	142
3. Affirmation there will be a memorandum of understanding between the authorizer and charter school.	◉	○	144
4. Processes and policies between the charter and its authorizer, including the following:	○	◉	n/a
a. Process, activities and associated fees for oversight of the charter.	○	◉	n/a
b. Processes, timelines, and evaluation criteria for annual review and site visits.	○	◉	n/a
c. Regular, ongoing fiscal and programmatic performance monitoring and reporting.	○	◉	n/a
d. Process, timelines and evaluation criteria for charter renewal.	○	◉	n/a
e. Other important legal or operational relationships between authorizer and charter school.	○	◉	n/a
5. Criteria and procedure for the selection of a contractor, if applicable, including the following	○	◉	n/a
a. Process for determining necessary expertise.	○	◉	n/a
b. Selection of the contractor or contractors, if applicable.	○	◉	n/a
6. Potential civil liability effects, if any, upon the school and the authorizer.	◉	○	143-144

Comments by review team:

The sections marked as "no" in this element are not required and in many cases will be addressed in an MOU.

Community Impact

Evaluation Criteria: EC 47605(c)(7)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. How the charter school will not substantially undermine existing school district services, academic offerings, or program offerings.	○	◉	n/a
2. Whether the charter school petition duplicates a program currently offered by the district, and whether the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity of where the charter school intends to locate.	○	◉	n/a

Comments by review team:

These considerations are not applicable for a charter renewal.

Special Education

Evaluation Criteria: EC 47641(a) and EC 47646	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. The school's special education structure (3 options): a. Charter school will be an independent LEA for special education purposes. b. Charter school will be a school within the district. c. The charter school will be a SELPA. Note: If the charter elects "b", a school within the district, district staff will be responsible to serve students, the district will collect special education funding, and the charter may pay a share of district's overall costs.	◉	○	p. 85
2. How special education services will be provided consistent with the SELPA plan and/or policies and procedures. a. Includes a fiscal allocation plan in alignment with the SELPA the charter plans to join.	◉	○	p.85-93
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student.	◉	○	p 85
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school, regardless of any student's district of residence.	◉	○	p 85-93
5. The process for notifying a student's district of residence and authorizing LEA when a special education student enrolls, becomes eligible or ineligible, and/or leaves the charter.	◉	○	p 85-93
6. The transition to or from a district when a student with an individualized education program (IEP) enrolls in or transfers out of the charter.	◉	○	p 85-93

7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application. The evidence should demonstrate the following:	⊙	○	p 85
a. An understanding of the charter's special education responsibilities.	⊙	○	p 85
b. A draft application of SELPA policies, or assurance that such policies will be created.	⊙	○	p 85
8. Includes the following assurances:	⊙	○	p 85-93
a. The charter will comply with all provisions of IDEA.	⊙	○	p 85-93
b. No student will be denied admission based on disability or lack of available services.	⊙	○	p 85-93
c. A student study team process will be implemented.	⊙	○	p 85-93
d. Any student in need of Section 504 services will receive such services.	⊙	○	App. I
If the charter will not be an independent LEA			
1. Clarifies in the charter petition or in a memorandum of understanding the responsibilities of each party for service delivery, including referral, assessment, instruction, due process, and agreements describing allocation of actual excess costs.	⊙	○	N/A
2. An assertion that the charter will be fiscally responsible for its fair share of any contributions from general funds.	⊙	○	N/A
If the charter school is an independent LEA within a SELPA			
1. Notifies the SELPA director of its intent to participate before February 1 of the preceding school year.	⊙	○	N/A
2. Includes its current operating budget in accordance with EC 42130 and EC 42131	⊙	○	App. X
3. Understands that the charter school is fiscally responsible for its fair share of any contributions from general funds.	⊙	○	p 85
4. Asserts responsibility for any legal fees related to the application and assurances process.	⊙	○	App X
5. Demonstrates it is located within SELPA's geographical boundaries.	⊙	○	p 85
6. Asserts all instruction will be in a safe environment.	⊙	○	p 113-120
7. Affirms the terms of the agreement will be met regarding the organization, implementation, administration and operation of the SELPA.	⊙	○	p. 85
Comments by review team:			

Required Declaration

Evaluation Criteria: EC 47605(c)(6)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	◉	○	137

Required Affirmations

Evaluation Criteria: EC 47605(e)	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. Affirmation that the school will be nonsectarian in its: Programs Admission policies Employment practices All other operations	◉	○	11
2. Affirmation that the school shall not charge tuition.	◉	○	11
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code.	◉	○	12
4. Affirmation that admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.	◉	○	11
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school.	◉	○	11
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools.	◉	○	11-14

Comments by review team:

VI. Alternative Education Criteria

Criteria For Alternative Education Charter Schools, If Applicable			
Evaluation Criteria: EC 58500 - 58512	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. Acknowledgement that the charter school will maintain an unduplicated pupil count of at least 70% of the school's total enrollment, composed of the following required high-risk student groups:	○	◉	n/a
a, Expelled (EC 48925(b)) including situations in which enforcement of the expulsion order was suspended (EC 48917).	○	◉	n/a
b. Suspended (EC 48925(d)) more than 10 days in a school year.	○	◉	n/a
c. Wards of the court (Welfare and Institution Code (WIC) Section 601 or 602) or dependents of the court (WIC Section 300 or 654).	○	◉	n/a
d. Pregnant and/or parenting.	○	◉	n/a
e. Recovered dropouts – State Board of Education (SBE) defines recovered dropouts based on EC 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days.	○	◉	n/a
f. Habitually truant (EC 48262) or habitually insubordinate and disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC 48263).	○	◉	n/a
g. Retained more than once in kindergarten through grade eight.	○	◉	n/a
h. Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on time, per grade level, from the enrolling school's credit requirements).	○	◉	n/a
i. Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, when the 45 days does not include noninstructional days such as summer break, holiday break, off-track, and other days when a school is closed).	○	◉	n/a
j. Students with a high level of transiency (i.e., students who have been enrolled in more than two schools during the past academic year or who have changed secondary schools more than two times since entering high school).	○	◉	n/a
k. Foster youth (EC 42238.01[b]).	○	◉	n/a
l. Homeless youth.	○	◉	n/a
2. Clearly articulated mission and purpose to recruit and educate high-risk students.	○	◉	n/a

3. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision.	○	◉	n/a
4. Required assurances:	○	◉	n/a
a. The school will maintain documentation that 70% of students will be reflected on Part 1 of their Dashboard Alternative School Status (DASS) participation form, as defined in item 1 above.	○	◉	n/a
b. When applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS eligibility criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility. A student is considered high-risk if they meet one of the high-risk criteria approved by the SBE upon first enrollment at the school. If their high-risk status starts after first entry to the school, they cannot be counted as high-risk in this calculation.	○	◉	n/a

Comments by review team:

CBA is not an alternative education charter school.

VII. Independent Study Supplemental Criteria

Independent Study/Non-Classroom-based Instruction — For Renewals Only
(There is a 5-year moratorium on the approval of new petitions effective January 1, 2020 to January 1, 2025)

Evaluation Criteria: EC 51745	Evaluation Standard Met		Located on Page(s)
THE PETITION DESCRIBES, AT MINIMUM	Yes	No	
1. An assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per EC 47612.5(b).	◉	○	12
2. An assurance that the charter will meet the requirement related to the ratio of average daily attendance (ADA) to full-time equivalent (FTE) certificated employees as prescribed under EC 51745.6(a).	◉	○	Appendix
3. An acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a).	◉	○	Appendix
4. An acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher, per EC 51747.5(b).	◉	○	Appendix
5. The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work (EC 51747(a)).	◉	○	Appendix
6. The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether the pupil should return to a regular school program (EC 51747(b)).	◉	○	Appendix
7. An assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian or caregiver if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil (EC 51747(g)(9)(A)).	◉	○	Appendix
8. A description of how the required written agreement for each pupil will be processed and maintained, including at a minimum the following (EC 51747(g)):	◉	○	Appendix
a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding the pupil's academic progress.	◉	○	Appendix
b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.	◉	○	Appendix

c The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access for all pupils to the connectivity and devices needed to participate in the educational program and complete assigned work.	⊙	○	Appendix
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.	⊙	○	Appendix
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.	⊙	○	Appendix
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.	⊙	○	Appendix
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English learners or individuals with exceptional needs, to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 USC Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.	⊙	○	Appendix
h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.	⊙	○	Appendix
Comments by review team:			

VIII. Charter School Petition Review Findings of Fact

Education Code 47605(c)

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).

(5) The petition does not contain reasonably comprehensive descriptions of all of the 15 elements (A - O).

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

IX. Glossary

ADA	Average daily attendance, OR Americans with Disabilities Act
affiliated school(s)	Current or past charter schools that are connected in any way to a proposed charter school petition.
affirmation	Confirmation or declared statement that something is true.
authorizer	Governing board of a school district or county office of education that approves a charter petition.
authorizing agency	District or county office of education that provides the day-to-day oversight and monitoring of an approved charter school.
charter	Approved charter school petition.
charter governing board	Governing body responsible for making leadership decisions regarding the charter school's educational, management and financial operations.
charter management organization	Organization that operates multiple charter schools in one or more school districts.
charter school petition	A document that is submitted to a school district or county office of education, requesting to operate a public charter school.
corporate affiliations	A person or persons connected with other charter schools, or organizations that provide services to charter schools.
EC	Education Code
ELL	English language learner
evaluation criteria	Benchmarks against which conformance, performance, and suitability of a plan, as well as of risk-reward ratio, are measured.
evaluation matrix	A tool or method used to objectively evaluate a number of options against a number of criteria.
evaluation rubric, also known as rating definitions	A scoring guide used to define the expectation of a quality response to the petition evaluation criteria.

evaluation standard	How the quality of an evaluation will be judged.
findings of fact	Specific facts that support one or more underlying reasons for the denial of a charter school petition under consideration.
initial petition	Submission of a new charter school petition to a school district or county office of education, asking to open a charter school.
LEA	local educational agency
lead petitioner	A person who is the main contact for the submission of a charter petition to a school district or county office of education.
MOU	Memorandum of understanding — a document that describes the broad outlines of an agreement. MOUs communicate the mutually accepted expectations of all of the parties involved.
petition appeal	Submission to a county office of education or the State Board of Education of a charter school petition that was initially submitted to and denied by a school district.
petition review team	District or county office staff or consultant, with expertise in various areas of TK-12 education, assigned to review a charter school petition.
petitioner	Person or persons submitting an application, or petition, to open a public charter school.
renewal petition	Submission of documents as required by law to renew an existing charter school.
SBE	State Board of Education
SELPA	Special education local plan area

Signature:

Email: nmcchesney@cccoe.k12.ca.us

Signature:

Email: ltsui@cccoe.k12.ca.us

Signature: Kristy Warren

Email: kwarren@cccoe.k12.ca.us

Signature: Mimi Quan

Email: mquan@cccoe.k12.ca.us

Signature: Mere Parkhurst

Email: mparkhurst@cccoe.k12.ca.us

Signature: Kandi Hayes

Email: KHayes@cccoe.k12.ca.us

Signature:
Tom Scruggs (Sep 30, 2026 09:34:00 PDT)

Email: tscruggs@cccoe.k12.ca.us

Signature: Bruce K. Burns

Email: bburns@cccoe.k12.ca.us

Signature:

Email: aarnold@cccoe.k12.ca.us

Signature: Heidi Andrews
Heidi Andrews (Sep 21, 2026 14:52:39 PDT)

Email: HAndrews@cccoe.k12.ca.us

APPENDIX B

Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Lynn Mackey, Superintendent of Schools

October 1, 2026

TO: Cady Ching, Lead Petitioner, Summit Public Schools: K2

FR: Neil McChesney, CCCOE Coordinator of Charter School Oversight

CC: Lynn Mackey, CCC Superintendent of Schools

RE: SK2 2026 Charter Renewal – Questions from CCCOE Review Team

---

On August 25th, 2026 the Contra Costa County Office of Education ("CCCOE") received a complete charter renewal appeal package for Summit Public Schools: K2 ("SK2"). The CCCOE immediately convened a charter petition review team and commenced with the review process. The review team has compiled herein a list of questions and/or requests for additional information that have arisen thus far in said review.

SK2 is requested to provide detailed responses. Feel free to attach additional documentation and/or supporting evidence as needed and applicable. Any responses that contain protected data or information will be redacted or excluded from the final public report. You are also encouraged to reach out if you have questions or concerns. Note that all page references below are page numbers in the PDF that was submitted.

Please submit your completed response directly to Neil McChesney, Coordinator of Charter School Oversight via email (nmcchesney@cccoe.k12.ca.us) no later than Friday, October 9th.

Renewal Standard

1. Page 17 of the SK2 Petition states that "99% of Summit K2 graduates annually meet UC/CSU eligibility requirements" and page 18 goes further to state that "Summit K2 graduates completed the A-G course sequence required for UC and CSU admission at or near 100% in every year of the charter term." However, our analysis shows a modestly different picture. For example, the table included on page 26 and 27 of the SK2 Petition lists the 2025 SK2 A-G completion rate at 98.7%, which represents the number of students who qualified under A-G (75) out of the number of students who completed any CCI (76). It does not represent the percentage of students out of all seniors (86) which would be 87%. This also calls into question how the data was procured and presented for the comparisons offered in the Petition (State and other WCCUSD high schools). While the SK2 completion rate is still admirably high and likely higher than the comparisons, accurate data representation is critically important to assessing student performance. Please comment on the above analysis and offer corrected and/or clarified student data in your response.

2. The College-Going Rate table on page 28 of the Petition states that the SK2 class of 22-23 achieved a rate of 76.7%, citing CDE DataQuest as the source for this data point. Our team research finds that this statistic is reported on DataQuest as 70.4%. The subsequent in-state and out-of-state breakdowns in the same table are also erroneous. Please confirm this

error has been correctly identified and provide an updated table.

3. Please provide the SK2 "Basic Packet" from National Clearinghouse StudentTracker to verify the college persistence and completion rates cited on pages 29-31 of the Petition.

4. Please provide SK2 academic progress verified data or a detailed rationale for why this data is being withheld or is not available. SK2's current charter Petition and historical LCAPs point repeatedly to the use of NWEA MAP reading and math assessments. This student performance data could be incredibly helpful to understanding a clear picture of academic progress at SK2 over the current charter term.

5. Please confirm that the 2024-25 CAST score for SK2 is incorrect in the table on page 34 of the Petition. The table states that 23.1% of students met or exceeded the standard and the public data on the CAASPP portal shows 22.7%.

6. Please provide information on the methodology used to choose the WCCUSD comparison schools as well as backup data as needed to validate your choices.

7. The most recent three years of SK2 schoolwide performance on California School Dashboard academic indicators generally show a negative trend. The singular exception is a small increase in math between the 2024 and 2025 Dashboards, albeit still well behind the State and a net decrease over three years. The State Board of Education approved the inclusion of Advanced Placement (AP) course passage with a grade of C- or better as an additional criterion used to calculate the College and Career Indicator for the 2025 California School Dashboard and based on this updated calculation, the SK2 CCI performance actually decreased between the 2024 and 2025 Dashboards. The 2026 California School Dashboard will be published prior to the Decision Hearing for SK2. Given that the results of that Dashboard should be relatively known for the charter at this point, and that this most recent student performance data can now inform an up-to-date multi-year trend analysis, are there any additional insights, conclusions, and/or plans that have arisen from SK2's self-assessment?

<u>Academic Program</u>

8. The SK2 Petition does not provide consistent information as it pertains to enrollment and capacity. On page 64 the Petition suggests that "Summit K2 seeks to serve a heterogeneous group of approximately 100 students per grade in grades 7 through 12." This is followed by a table that shows grade level enrollment regularly in excess of 100 students and totaling between 635 and 660 for schoolwide enrollment over the course of a five-year span. The table is also prefaced with language that suggests that the numbers do not represent a cap on enrollment. Finally, the budget projections included in Appendix X have different and significantly lower enrollment projections for the same five-year span. Please clarify the enrollment projections for SK2 for school years 2026-27 through 2030-31 as well as schoolwide enrollment capacity. It should be noted that a meaningful increase in enrollment capacity for SK2 may constitute a material revision and need to be addressed in a separate and concurrent process (see current MOU between SK2 and CCCBOE/CCCOE).

9. The SK2 Petition describes how parents and students will be informed about the FAFSA and

California Dream Act applications on page 75. Please confirm that the charter complies with the requirements of Education Code section 51225.7 which mandates that every 12th grade student completes one of these applications or an authorized opt-out form.

English Learners

10. Page 80 of the SK2 Petition addresses designated ELD being provided during the Student Support Block; from the description, it appears that during this time, ELs are receiving their required designated ELD, special education students are receiving their IEP services and this is also the time when all students receive opportunities for intervention. Please clarify how and when students who are dually identified (ELs with disabilities) or ELs who require interventions in content areas like ELA and math for example, also receive the opportunities for intervention and other services they are also required to receive.

11. Page 84 of the Petition addresses the Home Language Survey (HLS) and the description states, "Summit K2 will administer the home language survey upon a student's initial enrollment into Summit K2." Please confirm that the HLS is given in accordance with State guidance only upon a student's initial enrollment in a CA public school.

12. In Appendix C the Petition includes information regarding the monitoring of reclassified students. Please confirm that reclassified students are monitored for 4 years, not 2 years.

13. In Appendix D, Parent Student Handbook, please clarify where in the handbook or in parent communications that CCR Section 11310 – Parental Notice is addressed: "(a) An LEA shall notify parents of the language acquisition programs and language programs available in the LEA at the time and in the manner specified in Education Code sections 48980 and 48981. The notice specified in this section shall include a description of the process for parents to request a language acquisition program or language program for their child."

Student Demographic Data

14. There are three tables in the SK2 Petition that include a breakdown of student demographics (pgs. 21-22, pgs. 65-66, and pg. 122). The first two tables show different percentages than the third table. Please clarify what is correct and what is not.

Student Suspension and Expulsion Procedures

15. Please identify any specific areas in which the SK2 Suspension and Expulsion policy deviates from Education Code 48900 (as indicated is possible on pg. 689 of the Petition – "closely mirrors") and the respective rationale for each deviation.

16. The SK2 Petition suggests on page 128 that "Modifications to the [Suspension and Expulsion] Policy may be made without the need to amend the Charter so long as the amendments comply with legal requirements." Please confirm that modifications to the Policy will only be made in the event that they are required by changes in the law, as discretionary changes to this Policy may trigger the need for a material revision request.

Dispute Resolution

17. Please confirm that the references to West Contra Costa Unified School District/District on page 134 are errors and that these should correctly read Contra Costa County Office of Education/CCCOE. Similarly, please confirm that references to the District Superintendent on page 135 should correctly read County Superintendent of Schools.

APPENDIX C

TO: Neil McChesney, CCCOE Coordinator of Charter School Oversight
FR: Cady Ching, Lead Petitioner, Summit Public Schools: K2
CC: Lynn Mackey, CCC Superintendent of Schools
RE: Summit K2 2026 Charter Renewal, Responses to Questions from CCCOE Review Team
DATE: October 13, 2026 *(updated)*

Renewal Standard

1. *Page 17 of the SK2 Petition states that "99% of Summit K2 graduates annually meet UC/CSU eligibility requirements" and page 18 goes further to state that "Summit K2 graduates completed the A-G course sequence required for UC and CSU admission at or near 100% in every year of the charter term." However, our analysis shows a modestly different picture. For example, the table included on page 26 and 27 of the SK2 Petition lists the 2025 SK2 A-G completion rate at 98.7%, which represents the number of students who qualified under A G (75) out of the number of students who completed any CCI (76). It does not represent the percentage of students out of all seniors (86) which would be 87%. This also calls into question how the data was procured and presented for the comparisons offered in the Petition (State and other WCCUSD high schools). While the SK2 completion rate is still admirably high and likely higher than the comparisons, accurate data representation is critically important to assessing student performance. Please comment on the above analysis and offer corrected and/or clarified student data in your response.*

Response:
Historically, Summit K2 has reported the metric as **percent of graduates** that met A-G (aka UC/CSU eligibility), which is why this was reported in the petition as 98.7% of graduates (not percent of all seniors). This nuance is consistent with the statement in the petition. That being said, both statements are correct: 98.7% of graduates and 87% of seniors met A-G requirements.

This is also consistent with the comparison table on page 26-27. So we are comparing apples-to-apples. For example, the WCCUSD number provided in the table for 2025 is 43.1% and from DataQuest there are 777 graduates meeting UC/CSU requirements and 1,804 graduates, which is 43.1% (if we did 777 graduates meeting US/CSU requirements out of the 2,120 total seniors, then it would only be 36.7%).

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma	Graduates Receiving a Local Requirements Exemption
West Contra Costa Unified	2,120	1,804	85.1%	777	279	460	39
Contra Costa County	12,837	11,654	90.8%	5,964	2,358	4,738	126
Statewide Total	419,618	383,789	91.5%	205,612	65,534	127,901	6,303

2. *The College-Going Rate table on page 28 of the Petition states that the SK2 class of 22-23 learn • lead • achieve / www.cocoschools.org achieved a rate of 76.7%, citing CDE DataQuest as the source for this data point. Our team research finds that this statistic is reported on DataQuest as 70.4%. The subsequent in state and out-of-state breakdowns in the same table are also erroneous. Please confirm this error has been correctly identified and provide an updated table.*

Response:
Thank you for the opportunity to correct this error in the petition. The corrected table and chart are:

	K2	Richmond High	De Anza High	JFK HS	WCCUSD	CA State
College-Going Rate	70.4%	49.0%	61.1%	42.1%	61.1%	65.7%
Enrolled in-state	66.6%	48.0%	57.9%	42.1%	57.1%	59.0%
Enrolled out-of-state	3.7%	1.0%	3.2%	0.0%	4.0%	6.6%
No Record of College Enrollment	29.6%	51.0%	38.9%	57.9%	38.9%	34.3%

Summit K2 Postsecondary Data (linked here and in the image below)

Summit K2: Post-secondary

DataQuest - 2022-23

	K2	Richmond High	De Anza High	JFK HS	WCCUSD	CA State
College-Going Rate	70.4%	49.0%	61.1%	42.1%	61.1%	65.7%
Enrolled in-state	66.6%	48.0%	57.9%	42.1%	57.1%	59.0%
Enrolled out-of-state	3.7%	1.0%	3.2%	0.0%	4.0%	6.6%
No Record of College Enrollment	29.6%	51.0%	38.9%	57.9%	38.9%	34.3%

Credential Data from NSC

Outcome	Class of 2019-20	Class of 2020-21	Class of 2021-22	Class of 2022-23	Class of 2023-24	Class of 2024-25	All Cohorts
Total in the Class	83	86	89	81	67	77	483
Completers	40	38	15	1	0	0	94
No Credential; Still Enrolled	6	9	28	46	37	45	171
No Longer Enrolled	22	24	25	18	15	15	119
Never Enrolled	15	15	21	16	15	17	99

Retention and Persistence from NSC

Retention and Persistence Categories	Class of 2019-20	Class of 2020-21	Class of 2021-22	Class of 2022-23	Class of 2023-24	Class of 2024-25	All Cohorts
Total in the Class	83	86	89	81	67	77	483
Total Enrolled in College in Year 1 Post High Scho	66	65	62	60	51	57	361
Retained at Same Institution	49	48	51	46	41	6	241
Persisted at Different 4-Year Institution	2	0	2	0	0	0	4
Persisted at Different 2-Year Institution	3	4	3	5	2	6	23
Persisted at Different < 2-Year Institution	0	2	1	0	0	0	3
No Longer Enrolled	12	11	5	9	8	45	90
No Record of Enrollment	17	21	27	21	16	20	122

3. *Please provide the SK2 "Basic Packet" from National Clearinghouse StudentTracker to verify the college persistence and completion rates cited on pages 29-31 of the Petition.*

   The Summit K2 "Basic Packet" from National Clearinghouse StudentTracker is attached as Appendix A.

4. *Please provide SK2 academic progress verified data or a detailed rationale for why this data is being withheld or is not available. SK2's current charter Petition and historical LCAPs point repeatedly to the use of NWEA MAP reading and math assessments. This student performance data could be incredibly helpful to understanding a clear picture of academic progress at SK2 over the current charter term.*

We understand CCCOE's interest in the full picture of Summit K2's academic progress over the charter term. Our petition does not include 2025-26 state assessment data because that data was incomplete and unverified at the time of submission and thus in-eligible for consideration in the charter renewal.

Specifically, we did not include 2025-26 SBAC results because they were embargoed and not public at the time of our submission, and they remain so as of this writing. CDE guidance states that these data "are embargoed and not public" and may be used "for planning purposes only." Consistent with that guidance, Summit K2 has used these data, alongside internal measures, to inform its academic program and classroom-based intervention strategies.

We also did not include internal diagnostic data, such as NWEA MAP, as verified data. As indicated in our petition, we have begun using these assessments to understand student growth internally and are seeing promising outcomes. However, our participation rates fell below the state's 95% threshold for state verified data, so the results cannot be used for renewal purposes. We are implementing these assessments with increasing fidelity and working to raise participation above 95%, which would allow the data to count as verified in the future. We understand this could have been confusing but it was important for us to share that we are using these assessment tools in an ongoing way to support our academic improvement. We believe that NWEA MAP is a valuable assessment and have re-doubled our engagement with its administration and data cycle analysis as a tool for academic growth.

We look forward to continuing to work with the County to review the 2026 data as it becomes available.

5. *Please confirm that the 2024-25 CAST score for SK2 is incorrect in the table on page 34 of the Petition. The table states that 23.1% of students met or exceeded the standard and the public data on the CAASPP portal shows 22.7%.*

Thank you for the opportunity to correct this data point. 22.7% is correct. Upon review, our team identified an error in our calculation.

6. *Please provide information on the methodology used to choose the WCCUSD comparison schools as well as backup data as needed to validate your choices.*

The comparison schools were identified using the primary home addresses of students enrolled at Summit K2 in SY26 to determine each student's WCCUSD zoned neighborhood school. Although Summit K2 is located in El Cerrito, its students live across the county. For that reason, it is relevant to know which school each student would attend as a matter of right if they were not enrolled at Summit K2. The breakdown of Summit K2 enrolled students and zoned schools is as follows:

Zoned-High School	Number of Students
Kennedy	136
Richmond	130
De Anza	60
other WCCUSD	17
non-WCCUSD	17

Zoned-Middle School	Number of Students
Helms	69
DeJean	68
Betty Reid	30
other WCCUSD	7
non-WCCUSD	7

7. *The most recent three years of SK2 schoolwide performance on California School Dashboard academic indicators generally show a negative trend. The singular exception is a small increase in math between the 2024 and 2025 Dashboards, albeit still well behind the State and a net decrease over three years. The State Board of Education approved the inclusion of Advanced Placement (AP) course passage with a grade of C- or better as an additional criterion used to calculate the College and Career Indicator for the 2025 California School Dashboard and based on this updated calculation, the SK2 CCI performance actually decreased between the 2024 and 2025 Dashboards. The 2026 California School Dashboard will be published prior to the Decision Hearing for SK2. Given that the results of that Dashboard should be relatively known for the charter at this point, and that this most recent student performance data can now inform an up-to-date multi year trend analysis, are there any additional insights, conclusions, and/or plans that have arisen from SK2's self-assessment?*

While state summative indicators reflect past performance challenges, our internal diagnostic and growth data confirm that our strategic turnaround systems are taking hold. We see clear evidence of

progress in our **+17.7% jump in English Learner Progress** and strong performance in **Science**. Through weekly instructional coaching, targeted math interventions (*Teach to One*), and 'Strong Start' culture systems, we have built the infrastructure required to translate leading growth metrics into sustained long-term achievement on state indicators. Our internal data is showing that we have some bright spots that we hope will continue to support growth across the system. That being said, it is important to remember that students who are entering K2 often have multiple grade-levels of unfinished learning to address.

Academic Program

8. *The SK2 Petition does not provide consistent information as it pertains to enrollment and capacity. On page 64 the Petition suggests that "Summit K2 seeks to serve a heterogeneous group of approximately 100 students per grade in grades 7 through 12." This is followed by a table that shows grade level enrollment regularly in excess of 100 students and totaling between 635 and 660 for schoolwide enrollment over the course of a five-year span. The table is also prefaced with language that suggests that the numbers do not represent a cap on enrollment. Finally, the budget projections included in Appendix X have different and significantly lower enrollment projections for the same five-year span. Please clarify the enrollment projections for SK2 for school years 2026-27 through 2030-31 as well as schoolwide enrollment capacity. It should be noted that a meaningful increase in enrollment capacity for SK2 may constitute a material revision and need to be addressed in a separate and concurrent process (see current MOU between SK2 and CCCBOE/CCCOE).*

Thank you for calling our attention to this discrepancy. The correct enrollment projections for school years 2026-27 through 2030-31 as well as schoolwide enrollment capacity, and those which Summit K2 and the Summit Board of Directors rely on, are included in the budget documents accompanying the submitted petition. We are not seeing an increase in enrollment capacity for Summit K2

9. *The SK2 Petition describes how parents and students will be informed about the FAFSA and California Dream Act applications on page 75. Please confirm that the charter complies with the requirements of Education Code section 51225.7 which mandates that every 12th grade student completes one of these applications or an authorized opt-out form.*

We confirm that the school is in compliance with Education Code section 51225.7. We work diligently with all families to ensure that they fill out and complete the FAFSA or California Dream Act application or actively opts out. We use internal data tracking systems to track completion of forms inclusive of errors, finalized forms and any opt-outs.

English Learners

10. *Page 80 of the SK2 Petition addresses designated ELD being provided during the Student Support Block; from the description, it appears that during this time, ELs are receiving their required designated ELD, special education students are receiving their IEP services and this is also the time when all students receive opportunities for intervention. Please clarify how and when students who are dually identified (ELs with disabilities) or ELs who require interventions in content areas like ELA and math for example, also receive the opportunities for intervention and other services they are also required to receive.*

Students who are dually identified as Multilingual Learners (MLLs) and students with disabilities, or those who need additional academic intervention, receive all required services through intentional, non-conflicting scheduling within the Student Support Block (SSB).
Student schedules are built in a defined order to protect required services:
1) IEP/Learning Center services → 2) Designated ELD → 3) Content-area interventions → 4) General academic support/electives.

Although these services may occur within the broader SSB structure, we do our best to ensure that an individual student's required services are not scheduled against one another. In the rare cases where a conflict does come up, we get creative with scheduling supports based on student needs and may have the special education teacher push into a space or partner with a math or ELA teacher for supports tailored to individual student needs.

MLL students also receive language support within core classes and this is a practice we are working to enhance each year. Designated ELD includes explicit language instruction as well as some pre-teaching/reteaching of skills that increase access across content areas. For Example: How to write a thesis statement. Once required ELD and IEP services are scheduled, students receive targeted ELA or Math intervention based on their data.

11. *Page 84 of the Petition addresses the Home Language Survey (HLS) and the description states, "Summit K2 will administer the home language survey upon a student's initial enrollment into Summit K2." Please confirm that the HLS is given in accordance with State guidance only upon a student's initial enrollment in a CA public school.*

That is correct, the Home Language Survey is given in accordance with state guidance. Summit K2 utilizes SchoolMint. Upon initial enrollment, incoming K2 families fill out registration forms in SchoolMint, and the four questions from the state's Home Language Survey are asked on our "Student Demographic Information Form". The questions are available in SchoolMint in English or Spanish (whatever families choose), and we also link to the state's translations of the questions to 18 other commonly-used languages. When a family already attending K2 re-enrolls for the following school year, they complete a set of re-enrollment forms in SchoolMint, but the HLS is not readministered.

12. *In Appendix C the Petition includes information regarding the monitoring of reclassified students. Please confirm that reclassified students are monitored for 4 years, not 2 years.*

Yes, consistent with the information provided on page 85 of the Charter Renewal Petition, "[s]tudents who are reclassified as Redesignated Fluent English Proficient (RFEP) shall be monitored for at least four years following reclassification in accordance with state law."

13. *In Appendix D, Parent Student Handbook, please clarify where in the handbook or in parent communications that CCR Section 11310 – Parental Notice is addressed: "(a) An LEA shall notify parents of the language acquisition programs and language programs available in the LEA at the time and in the manner specified in Education Code sections 48980 and 48981. The notice specified in this section shall include a description of the process for parents to request a language acquisition program or language program for their child."*

Our practice is for the school to send a communication at the start of each year with the required notice and sharing the Student Parent Handbook.

Student Demographic Data

14. *There are three tables in the SK2 Petition that include a breakdown of student demographics (pgs. 21-22, pgs. 65-66, and pg. 122). The first two tables show different percentages than the third table. Please clarify what is correct and what is not.*

The correct table should be:

Student Group	Summit K2	WCCUSD	Contra Costa County	State
African American	9.8%	10.2%	7.7%	4.8%
Asian	3.3%	10.2%	15.1%	10.3%
Filipino	0.9%	4.2%	4.2%	2.2%
Hispanic/Latino	79.8%	58.7%	38.7%	56.0%
Pacific Islander	0.7%	0.5%	0.6%	0.4%
White	1.5%	9.1%	23.7%	19.7%
Two or More Races	3.0%	6.6%	8.1%	4.9%
English Learners	23.6%	28.4%	15.0%	16.2%
Reclassified Fluent English Proficient	40.1%	15.6%	12.3%	15.7%

Students with Disabilities	16.0%	15.4%	14.5%	14.8%
Socioeconomically Disadvantaged	82.6%	67.2%	46.5%	63.1%

*https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=07100740129684&agglevel=School&year=2025-26&ro=y

Student Suspension and Expulsion Procedures

15. *Please identify any specific areas in which the SK2 Suspension and Expulsion policy deviates from Education Code 48900 (as indicated is possible on pg. 689 of the Petition – "closely mirrors") and the respective rationale for each deviation.*

Each charter must describe how pupils may be suspended, expelled, or otherwise involuntarily removed, and how the school will meet federal and state constitutional due process requirements (EC § 47605(c)(5)(I)). The statute sets minimum procedures:

- **Suspensions under 10 days:** Oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present their side of the story (clause (i)).
- **Suspensions of 10 days or more and expulsions:** Timely written notice of the charges and an explanation of basic rights, plus a hearing adjudicated by a neutral officer within a reasonable number of days with the rights to present evidence, cross-examine adverse witnesses, and bring counsel or an advocate (clause (ii)).
- **Other involuntary removals:** No student may be involuntarily removed unless the parent/guardian receives written notice of intent to remove at least five schooldays before the effective date, and the notice must inform the parent/guardian of their right to initiate a hearing prior to the effective date, which stays the removal until a final decision is issued (clause (iii)).
- **Foster youth and Indian children:** The educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker, have the same rights as a parent/guardian to receive discipline-related notices and documents (clause (iv)).

Beyond these minimums, the statute sets no procedural timelines, relying instead on the flexible standards of "timely" and "reasonable." The California state Legislature has repeatedly held to the procedural minimums above and left hearing structures, timelines, and appeal rights to each individual charter.

Ultimately, a deviation from EC § 48900 et seq. is lawful if it (1) appears in the approved charter, (2) meets the minimums of EC § 47605(c)(5)(I), and (3) is consistent with charter-specific statutes and federal law. Statutory requirements that apply to charter schools bind Summit whether or not the policy restates them. Where the policy does not address an issue, Summit treats EC § 48900 et seq. as persuasive guidance.

Part 2: Table of Deviations

Education Code Requirement	Summit Policy Provision	Nature of Deviation	Policy Rationale
EC § 48900.5(a): Suspend only after other means of correction fail. A first offense under § 48900 (a)–(e), or one where the pupil's presence endangers others, may be suspended immediately.	**§ A.1:** For every offense, suspension requires that (i) other means are not feasible or have repeatedly failed, or (ii) the pupil's presence poses a continuing danger.	**Substantive:** Higher threshold than district law.	Summit applies the expulsion findings of EC § 48915(b) and (e) at the suspension stage, which protects students more. This reflects CA's preference for alternatives to suspension (EC §§ 48900(v), 48900.5(b)). The "not feasible" prong preserves authority to suspend for serious first offenses.
EC § 48900(k): Disruption or willful defiance. **EC § 48900(w)(1):** No discipline based solely on truancy.	**§§ A.1, A.2:** No willful defiance, disruption, or attendance offenses, in any grade.	**Substantive:** Narrower than district law.	Complies with EC §§ 48900(k), 48900(w)(1), and 47605.4 as amended by SB 274, which bind charter schools. The policy needs no change when the grades 9–12 sunset arrives in 2029. Focuses on keeping students in instruction.
EC § 48900(b): Possessing a firearm, knife, explosive, or other dangerous object is one discretionary ground.	**§§ A.1(c), A.2(c):** Knives only. Firearms and destructive devices are in the mandatory tier (§ A.3(a), (e)).	**Substantive:** Firearms and explosives moved to mandatory tier.	Charters may set their own offense tiers. Treating firearms and explosives as mandatory offenses is stricter than § 48900(b) and tracks the Gun-Free Schools Act. Use of other objects to injure or threaten is covered by §§ A.1(a)–(b).

EC § 48915(a)(1): Expulsion is recommended for listed acts, such as serious physical injury, possession of a knife/dangerous object, or assault on a school employee, unless inappropriate or alternative means address conduct.	**§§ A.2, A.3:** Two tiers only, discretionary and mandatory. Section 48915(a) acts are listed as discretionary and require a finding under prong (i) or (ii).	**Substantive:** We do not have the presumptive tier.	Section 48915(a) is a district presumption displaced by EC § 47610, and it is rebuttable even for districts. Summit has simplified the discipline policy for easier family comprehension and requires an individualized decision in every case, consistent with EC § 47605(c)(5)(I) due process.
EC § 48915(c): Immediate suspension and expulsion recommendation for five acts. **EC § 48915(d):** The board shall expel.	**§ A.3:** Expulsion must be recommended. The CEO decides (§§ C, G), except that a firearm offense automatically requires a one-year expulsion per federal law.	**Substantive:** Certain acts require the expulsion process, but the outcome remains discretionary (except for firearms).	Every mandatory-tier case receives a full EC § 47605(c)(5)(I)(ii) hearing while the decision-maker retains judgment on the facts. The federal firearm requirement is met. Section 48915(d) does not apply to charter schools, so we have removed language that is not relevant to our case.
EC § 48915(g): Defines "knife" by blade type and length.	**§§ A.1(c), A.2(c), A.3(b):** "Any knife."	**Substantive:** Summit has a broader knife definition.	Section 48900(b) does not define "knife." The broader term lets administrators at Summit address any bladed item without technical line-drawing to better protect the student body.

EC § 48900(r): Bullying includes electronic acts by "video" and cyber sexual bullying (dissemination of photographs or visual recording).	**§§ A.1(v), A.2(v):** Bullying and electronic-act definitions drawn from § 48900(r), without express "video" or cyber sexual bullying language.	**Substantive:** The Summit text is narrower.	Charters may define bullying for their community, and, given we are in the 21st Century, we already include electronic bullying and cyber bullying within the confines of bullying. The conduct remains fully actionable through sexual harassment provisions (EC §§ 48900.2, 48900.4) and Title IX. Where silent, Summit looks to § 48900(r) as guidance.
EC § 48903(a): Total suspensions capped at 20 school days per year.	**§ B.3:** Each suspension capped at 5 consecutive days. Policy text does not explicitly state an annual cap; however, our campus standard operating procedures document applies a 20-day cap.	**Procedural:** Annual cap set in operating procedures.	In practice, Summit applies the same 20-school-day cap as EC § 48903(a). The policy's silence on this point is resolved by Summit's practice of looking to EC § 48900 et seq. where the policy is silent on an issue.
EC § 48911(g): Suspension may be extended pending expulsion, after conference, on findings of disruption or danger.	**§ B.3:** Same findings and conference; extension lasts until hearing results.	**Procedural:** Minor difference on the duration tied to hearing.	Grounds track § 48911(g). Duration follows the "reasonable number of days" standard in EC § 47605(c)(5)(I)(ii) and allows our charter schools to address each student’s needs without being beholden to arbitrary timelines..

District tools: EC §§ 48910 (teacher suspension), 48911.1 (supervised suspension), 48900.1 (parent attendance), 48900.6 (community service).	Not expressly listed.	**Procedural:** Summit policy does not have the standard, optional District tools enumerated.	These district provisions do not bind charter schools (EC § 47610). The policy does not list them, but the Summit administration realizes that it may use comparable measures within its charter discretion based on the specific needs of the student(s) in question.
EC § 48918(a): Hearing within 30 school days, with 5-day postponement option. Decision within 10 school days after hearing.	**§ D:** Hearing within a reasonable number of days unless postponed for good cause. **§ G:** Decision within 10 school days.	**Procedural:** We copy the standard hearing deadline, except with more flexibility.	Adopts the statutory language of EC § 47605(c)(5)(I)(ii). The decision deadline matches district practice and allows for more extensions from the family to afford more due process.
EC § 48918(d): Board, hearing officer, or panel of at least three certificated persons not the pupil's teacher.	**§§ C, D:** Administrative Panel of at least three certificated non-instructors; hearing adjudicated by a neutral officer.	**Procedural:** Mirrors district composition but does not include Board.	Summit follows the district model and implements the neutral-officer requirement of EC § 47605(c)(5)(I)(ii); the only difference is due to us not having a Board that families may appeal the decision to.

EC § 48918(e)–(f): Governing board decides.	**§§ C, G:** CEO or designee decides on what the panel recommends.	**Procedural:** Summit uses a different decision maker.	EC § 47605(c)(5)(I) does not require a board decision. A nonprofit board may delegate management (Corp. Code § 5210). Separation between the hearing panel and deciding officials is preserved.
EC § 48918(c): Public hearing only if requested 5 days in advance.	**§ D:** Public hearing if requested 3 days in advance.	**Procedural:** More favorable timeline for the pupil/family.	Summit gives families more time to elect a public hearing. Protections for complaining witnesses are retained (§§ E.9, G).
EC §§ 48919–48924: Appeal to county board of education.	**§ J:** No appeal; CEO decision is final.	**Procedural:** Summit does not have the administrative appeal.	County-board appeal jurisdiction covers district decisions only and is displaced by EC § 47610. The Legislature declined to extend it to charter schools (SB 322). Due process requires notice and a hearing, not an appeal (*Goss v. Lopez* (1975)). Judicial review by writ of mandate remains available for families.
EC § 48917: Board may suspend enforcement of expulsion order.	Not provided.	**Procedural:** Summit does not offer a probationary expulsion.	Optional district authority displaced by EC § 47610. Rehabilitation plan and readmission process (§§ L, M) serve a similar purpose, so we utilize this instead.

EC §§ 48915(d), (f), 48916.1, 48918(j): District provides alternative placement and notices it in decision.	**§ K:** Parents seek placement; Summit cooperates with family and district of residence.	**Procedural:** Minor change that the placement rests with the district of residence.	Placement obligations run to districts and county offices operating alternative programs (EC §§ 48916.1, 48926). Neither Summit K2 nor the Summit network operates such a program.
EC § 48916: Statutory expulsion terms; readmission required unless board makes specific findings.	**§ L:** Reapplication date no later than 1 year. **§ M:** Readmission depends on capacity.	**Procedural and Substantive:** Readmission is based on capacity for Summit.	As a school of choice with enrollment limits and lottery rules (EC § 47605(e)(2)(B)), a charter cannot guarantee a seat. The 1-year date parallels the longest statutory expulsion term.
EC § 48918(j): Decision notice includes appeal right, placement, and duty to inform new district.	**§ H:** Notice of offense and duty to inform new district; copy to authorizer.	**Procedural:** Consistent with §§ J/K, and Summit adds sending a copy of the expulsion documents to our authorizer.	Matches Summit's structure. In furtherance of transparency, copying the authorizer on expulsions goes beyond district practice and supports oversight.

Summit's Policy Closely Mirrors the Education Code While Exercising Permissible Flexibility
Summit's policy is built on EC § 48900 et seq., and most of it follows the statute closely:

- **Grounds:** The offenses in § A.1 track EC § 48900(a)–(j) and (l)–(t), and they incorporate EC §§ 48900.2, 48900.3, 48900.4, and 48900.7 with the same grade limits.
- **School connection:** The policy reaches conduct on campus, going to or from school, at lunch, and at school-sponsored activities (EC § 48900(s)).
- **Suspension procedures:** Conferences, notice, the five-day limit, and extensions pending expulsion follow EC § 48911. In practice, Summit also applies the 20-school-day annual cap of EC § 48903(a).

- **Expulsion hearings:** Notice content and timing, closed hearings, the record, and evidentiary standards follow EC § 48918(b), (c), (g), and (h).
- **Complaining witnesses:** Protections for witnesses in sexual assault and battery cases follow EC § 48918.5.
- **Students with disabilities:** Procedures track IDEA and its regulations, consistent with EC § 48915.5.

Summit's departures from the statute fall into the areas the Legislature left to charter schools. On grounds for discipline, Summit is more protective in some respects and stricter in others:

- **More protective:** Every suspension requires a finding of failed correction or continuing danger, and willful defiance and attendance-based discipline are eliminated.
- **Stricter:** Firearms and explosives are mandatory-tier offenses.
- **Individualized:** A single individualized standard replaces the rebuttable "shall recommend" presumption.

Each choice reflects one principle: removal from school should follow an individualized, documented judgment. That principle is consistent with SB 419 and SB 274 and with Summit's mentoring-based model, which depends on keeping students connected to their mentor and coursework.

On the process front, Summit changed the structure of decision-making (CEO instead of Board of Directors) but kept the core protections. Every student facing expulsion receives written notice, a hearing before a neutral panel, the right to counsel, cross-examination, and a decision based on substantial evidence. The differences are in who makes the final decision, how hearing timing is expressed, the absence of a county-board appeal, and how placement and readmission work for a school of choice.

These differences reflect how Summit is organized. Summit K2 is one charter school within the multi-campus Summit Public Schools network, which is governed by a single nonprofit board responsible for all of its California campuses. That board does not operate on a district's meeting schedule for individual expulsion decisions. There is no county appeal jurisdiction over charter expulsions. Neither K2 nor the network operates an alternative education program, and K2's enrollment is governed by capacity and lottery rather than residence. Where Summit has discretion, it generally matches district practice (the 10-day decision and notice periods, panel composition, the annual suspension cap) or exceeds it (the three-day public-hearing election, copies of expulsion decisions to the authorizer).

In short, the policy uses the Education Code as its baseline and departs from it only where (1) EC § 47610 displaces the district rule, (2) EC § 47605(c)(5)(I) gives the charter discretion, and (3) the departure either protects students more or reflects how a charter school operates.

Two operating principles govern how Summit applies the policy. First, Summit complies with all federal and state laws applicable to charter schools, including EC § 47605 and federal law, whether or not the policy restates a particular requirement. The policy already makes this commitment for students with disabilities, and Summit applies it to all students. Second, where the policy is silent or unclear, Summit looks to EC § 48900 et seq. as persuasive guidance. This keeps Summit's practice consistent with the framework the policy was built on while preserving the flexibility described

above. Summit reviews the policy periodically, with the goal of doing so annually, and incorporates changes in law and practice through that review.

Conclusion

Summit K2's discipline procedures closely mirror Education Code section 48900 et seq. The limited deviations are permissible under EC §§ 47605(c)(5)(I) and 47610, and each either protects students more or reflects the structure of a charter school. Summit values its partnership with the Contra Costa County Office of Education. If CCCOE believes additional alignment would be beneficial, Summit K2 welcomes the opportunity to discuss non-binding adjustments in a memorandum of understanding following renewal, so that both parties share clear expectations.

16. *The SK2 Petition suggests on page 128 that "Modifications to the [Suspension and Expulsion] Policy may be made without the need to amend the Charter so long as the amendments comply with legal requirements." Please confirm that modifications to the Policy will only be made in the event that they are required by changes in the law, as discretionary changes to this Policy may trigger the need for a material revision request.*

Summit K2 confirms that modifications to the Policy will only be made in the event they are required by changes in the law. To the extent discretionary changes would trigger the need for a material revision request, Summit K2 would appropriately seek such an amendment through the CCCOE.

Dispute Resolution

17. *Confirm and correct technical error on p. 134 -135*

Page 134:

The heading on page 134 stating, "Disputes Between Summit K2 and the West Contra Costa Unified School District" should be amended to read, "Disputes Between Summit K2 and the Contra Costa County Office of Education"

Page 135:

The language, "In the event that CCCOE determines that Summit K2 has engaged in an act that could lead to revocation of the Charter, CCCOE and Summit K2 will have a face-to-face meeting within 10 business days of the District Superintendent's and/or designee's determination that a violation has occurred."

Should be amended to read:

"In the event that CCCOE determines that Summit K2 has engaged in an act that could lead to revocation of the Charter, CCCOE and Summit K2 will have a face-to-face meeting within 10 business days of the County Superintendent of Schools and/or designee's determination that a violation has occurred."

Attachment A:

Summit K2 National Student Clearinghouse

“Basic Packet”

NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker® for High Schools

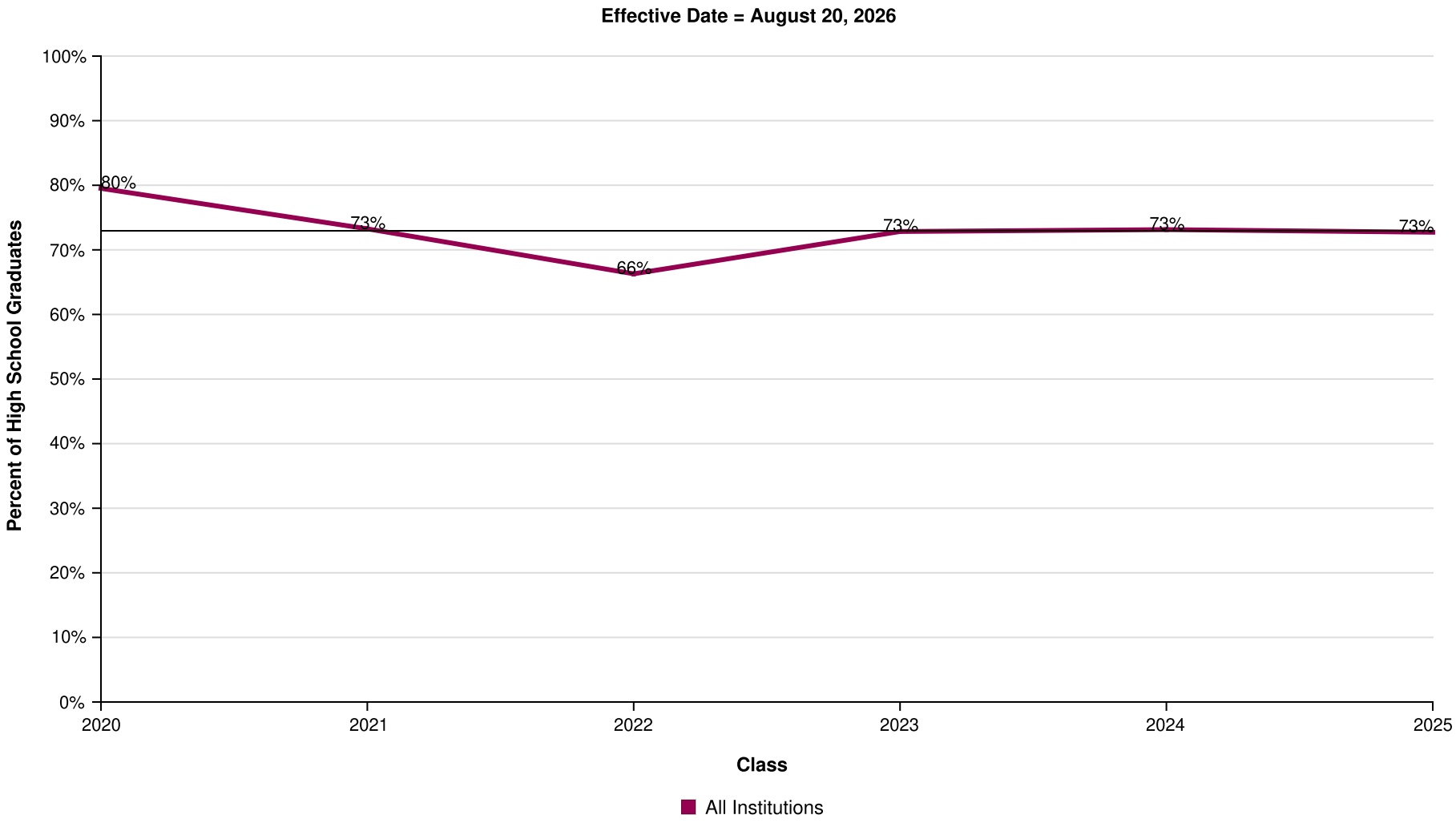
Aggregate Report

Prepared for
Summit Public School: K2
ACT Code: 052215

NATIONAL STUDENT CLEARINGHOUSE®

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School



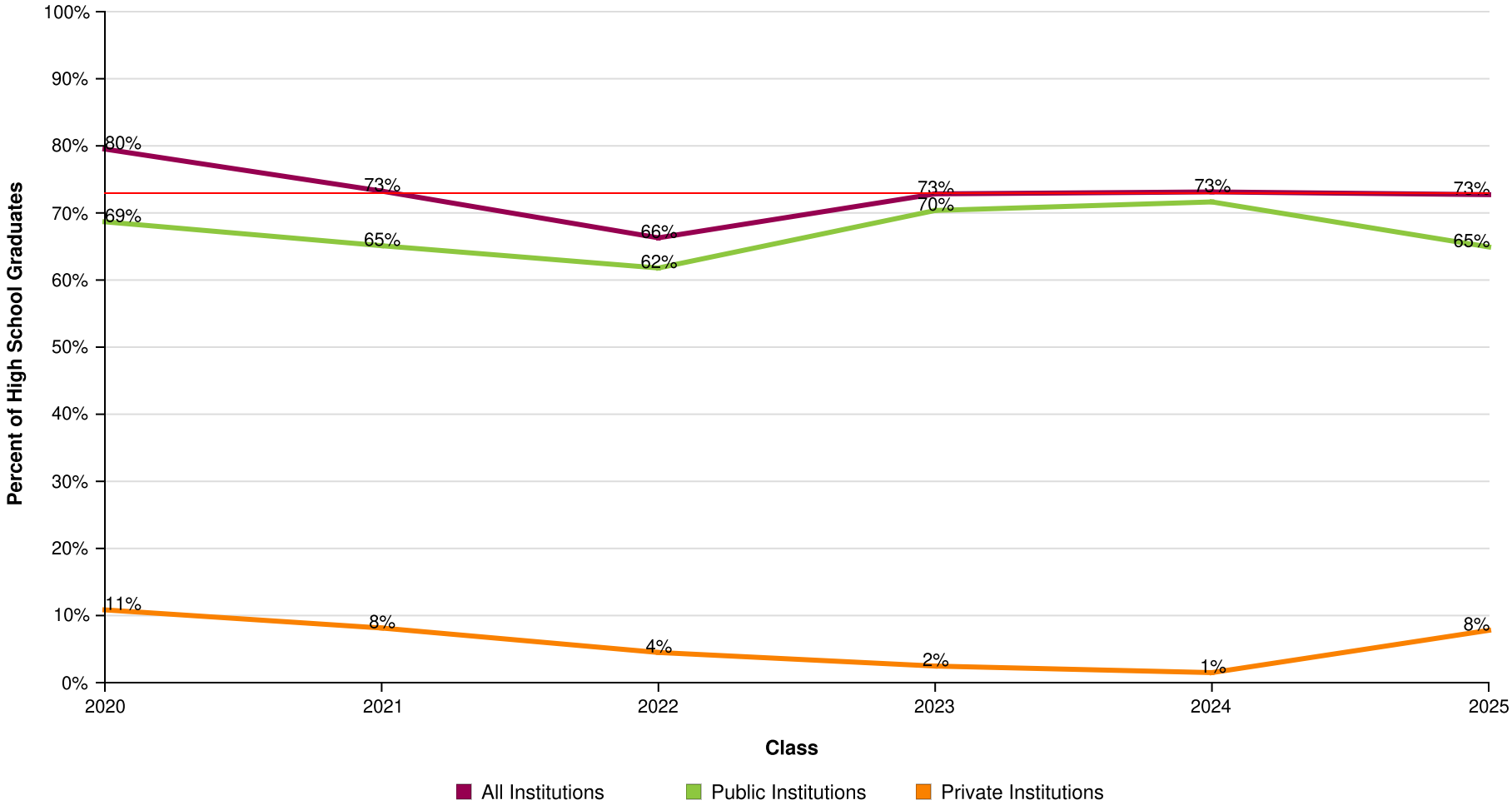
AVG = 73%

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

Effective Date = August 20, 2026



AVG = 73%

Summit Public School: K2

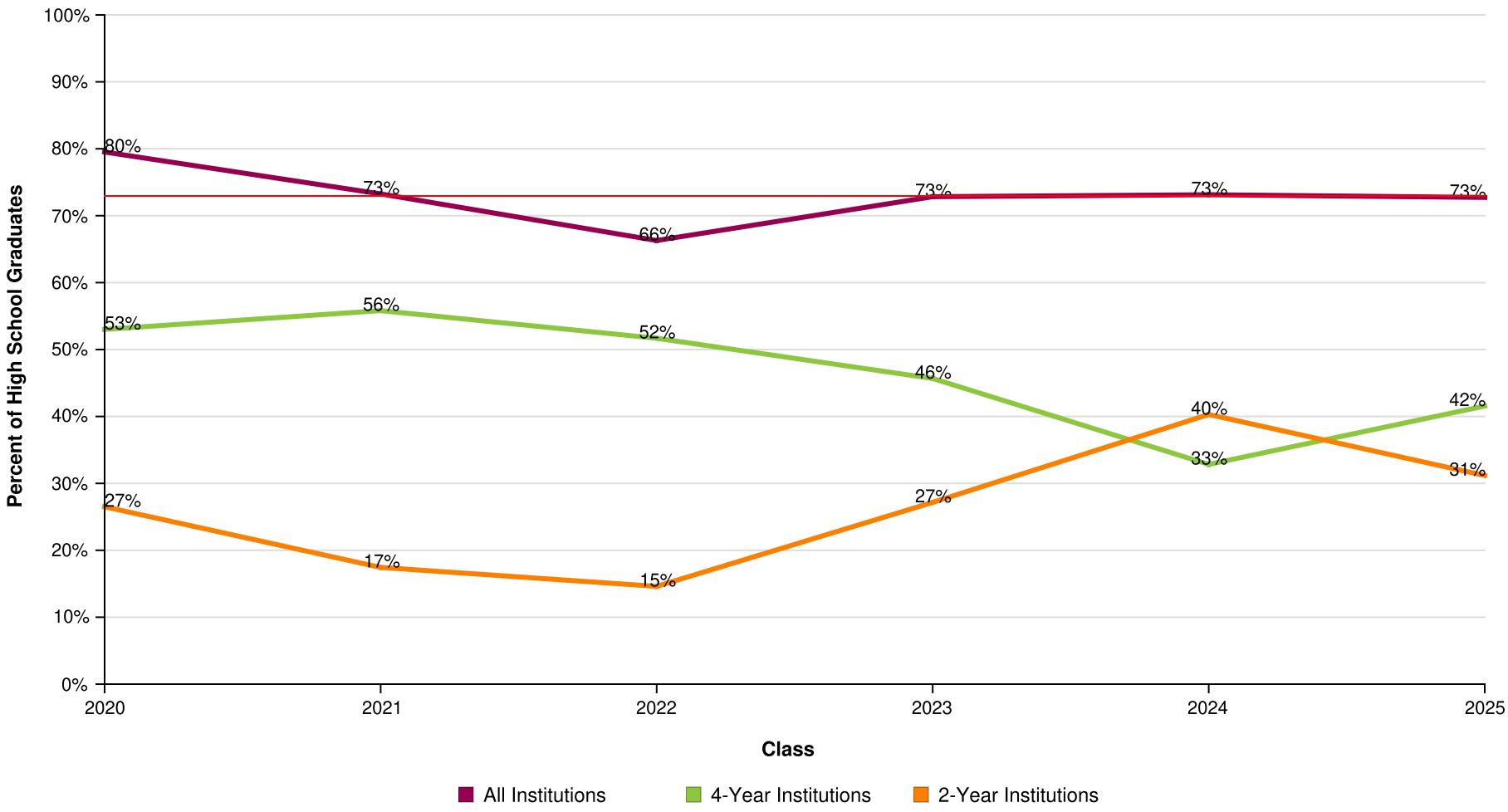
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

Effective Date = August 20, 2026



AVG = 73%

Summit Public School: K2

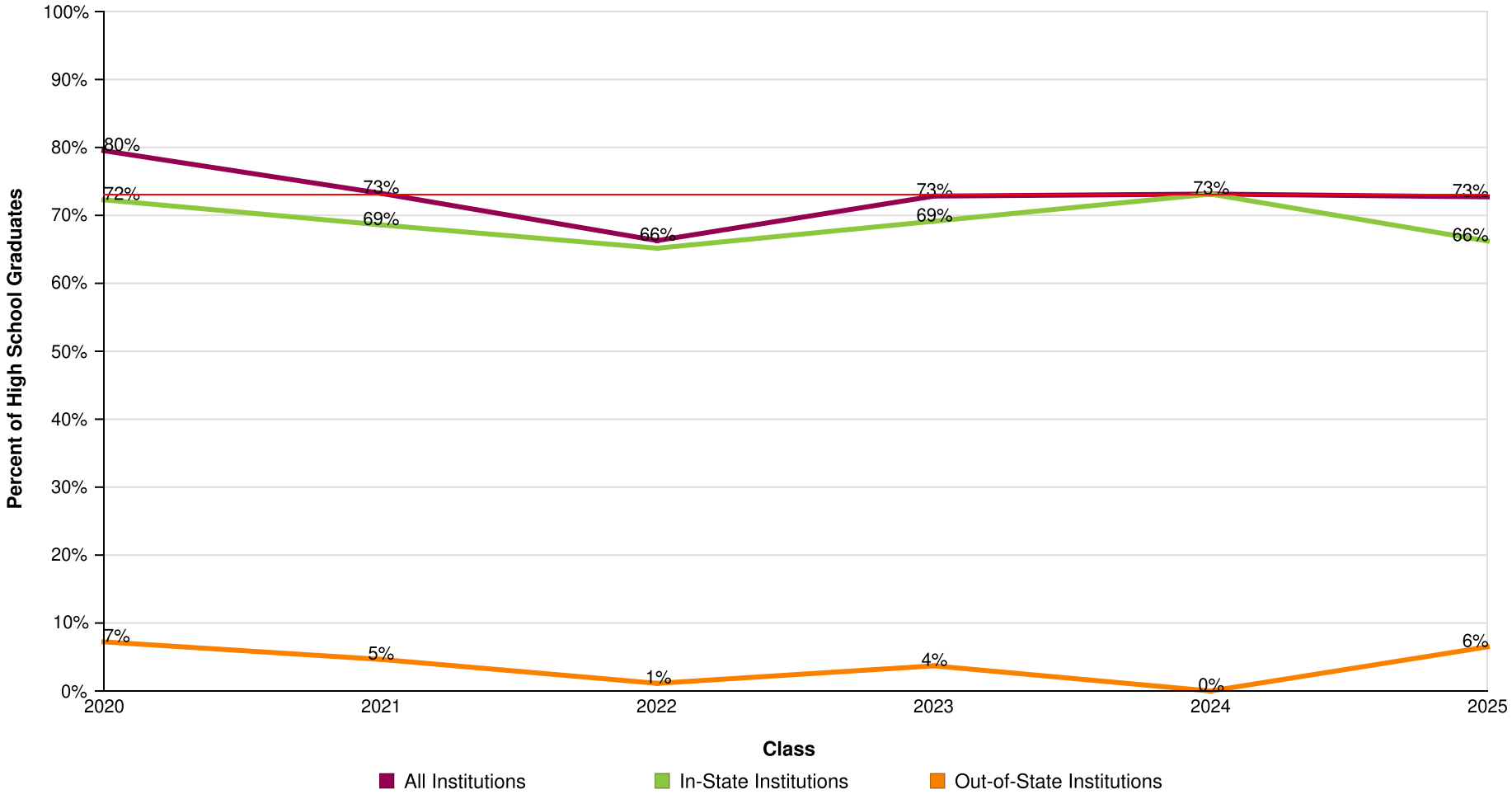
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Location

Effective Date = August 20, 2026



AVG = 73%

Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College the Fall Immediately After High School

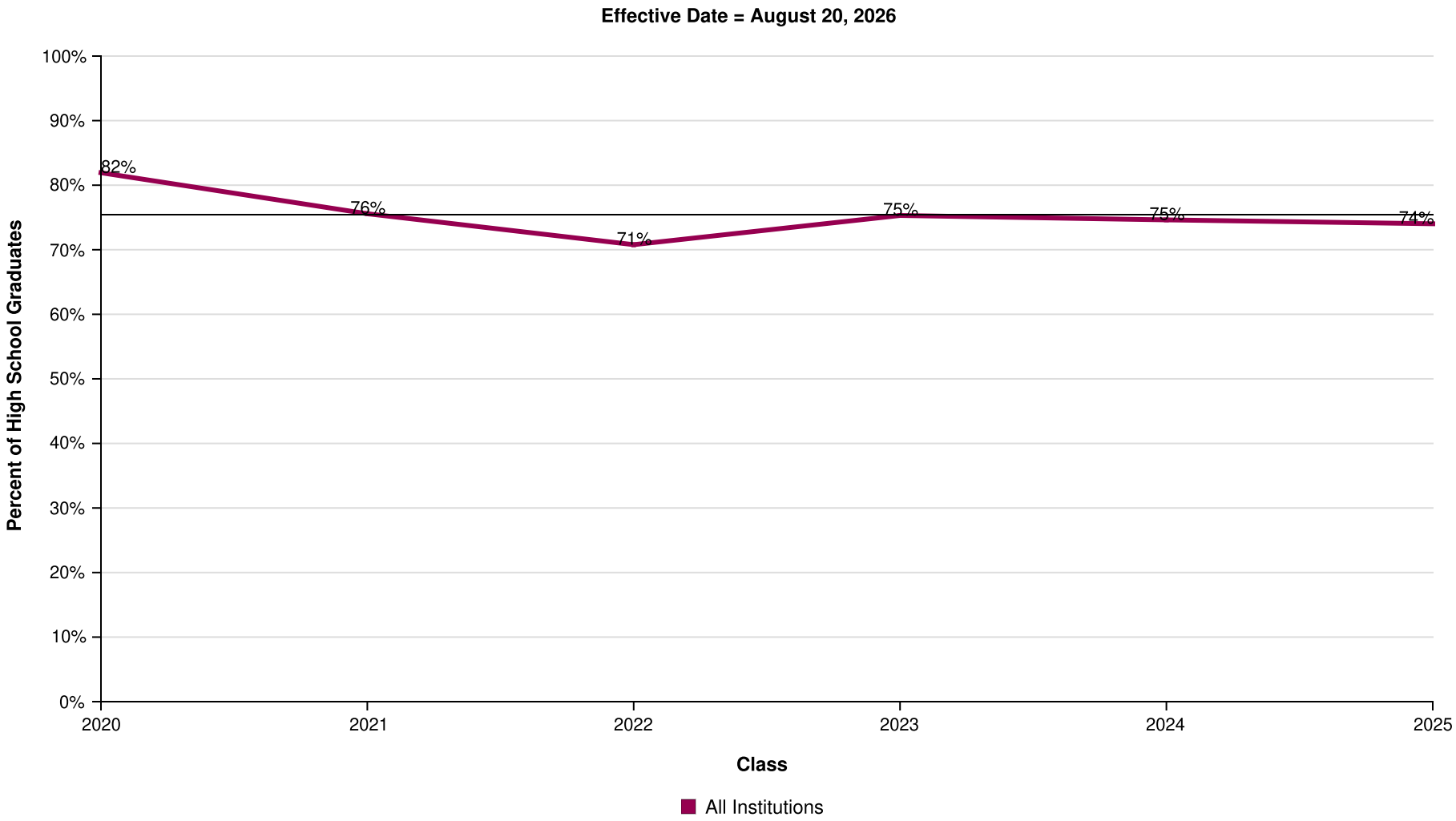
Effective Date = August 20, 2026

Class of	2020	2021	2022	2023	2024	2025
Total in the Class	83	86	89	81	67	77
Total Enrolled	66	63	59	59	49	56
Total in Public	57	56	55	57	48	50
Total in Private	9	7	4	2	1	6
Total in 4-Year	44	48	46	37	22	32
Total in 2-Year	22	15	13	22	27	24
Total In-State	60	59	58	56	49	51
Total Out-of-State	6	4	1	3	0	5

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School



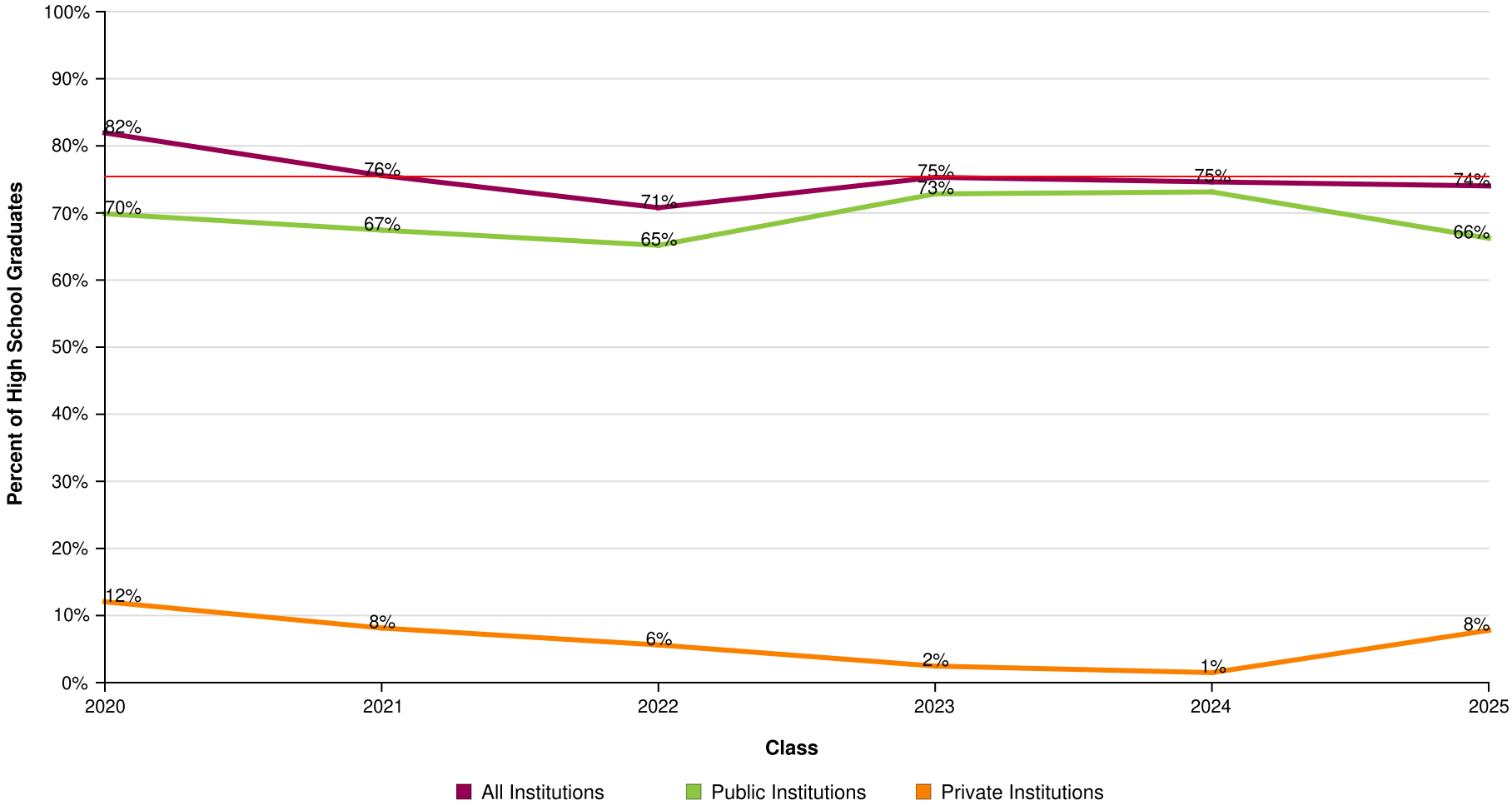
AVG = 75%

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Type

Effective Date = August 20, 2026



AVG = 75%

Summit Public School: K2

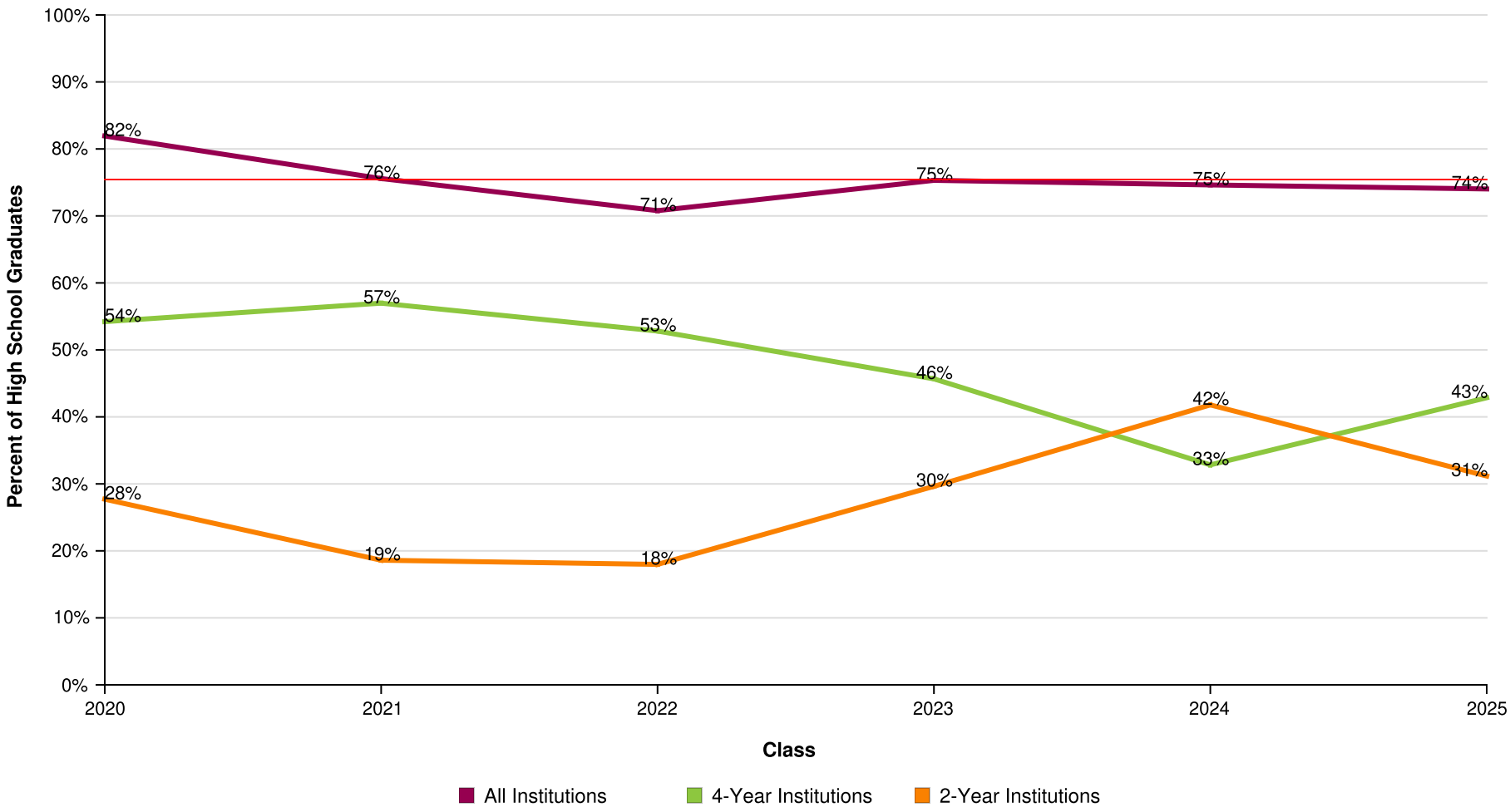
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Level

Effective Date = August 20, 2026



AVG = 75%

Summit Public School: K2

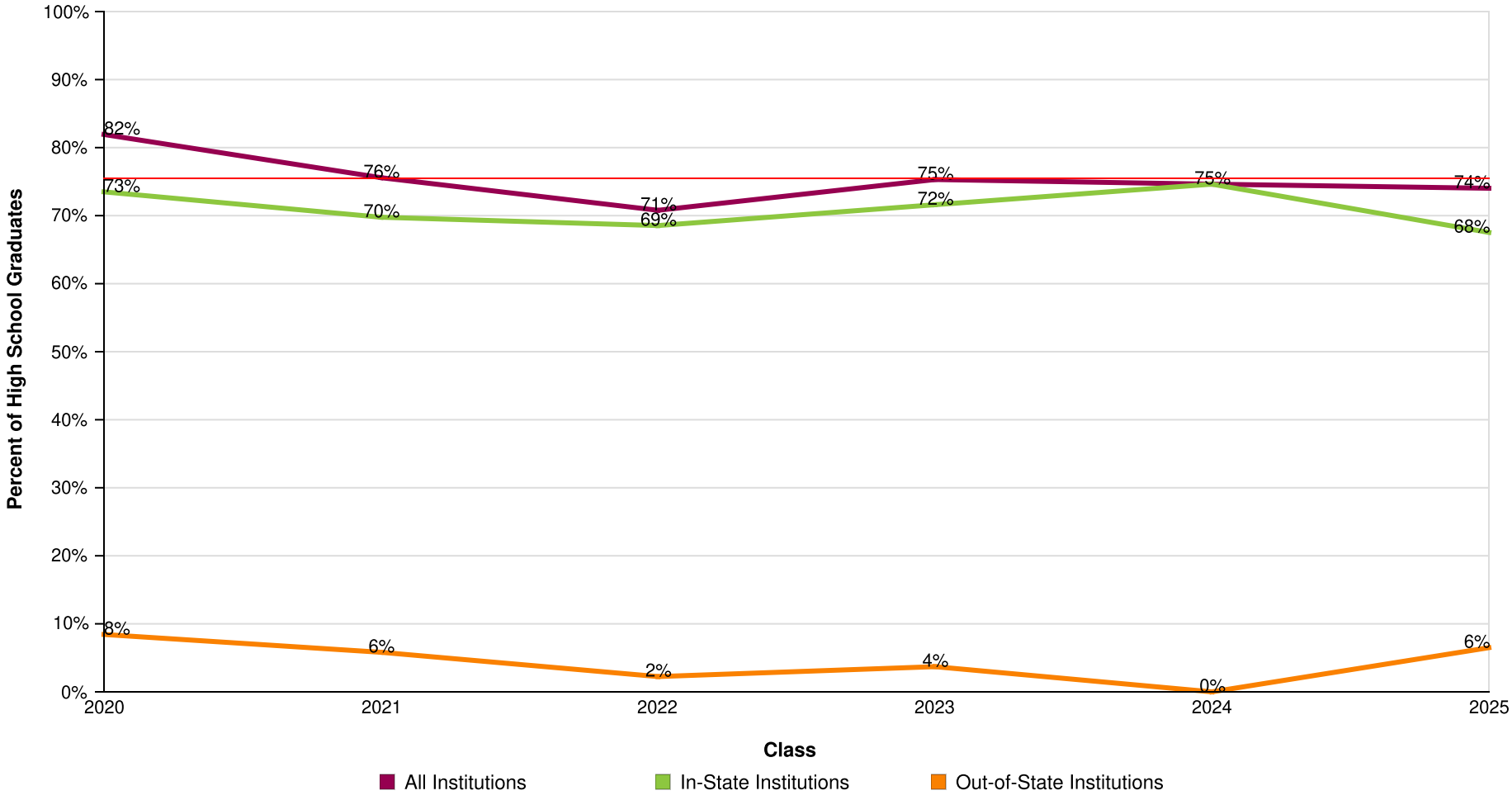
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Location

Effective Date = August 20, 2026



AVG = 75%

Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College at Any Time During the First Year After High School

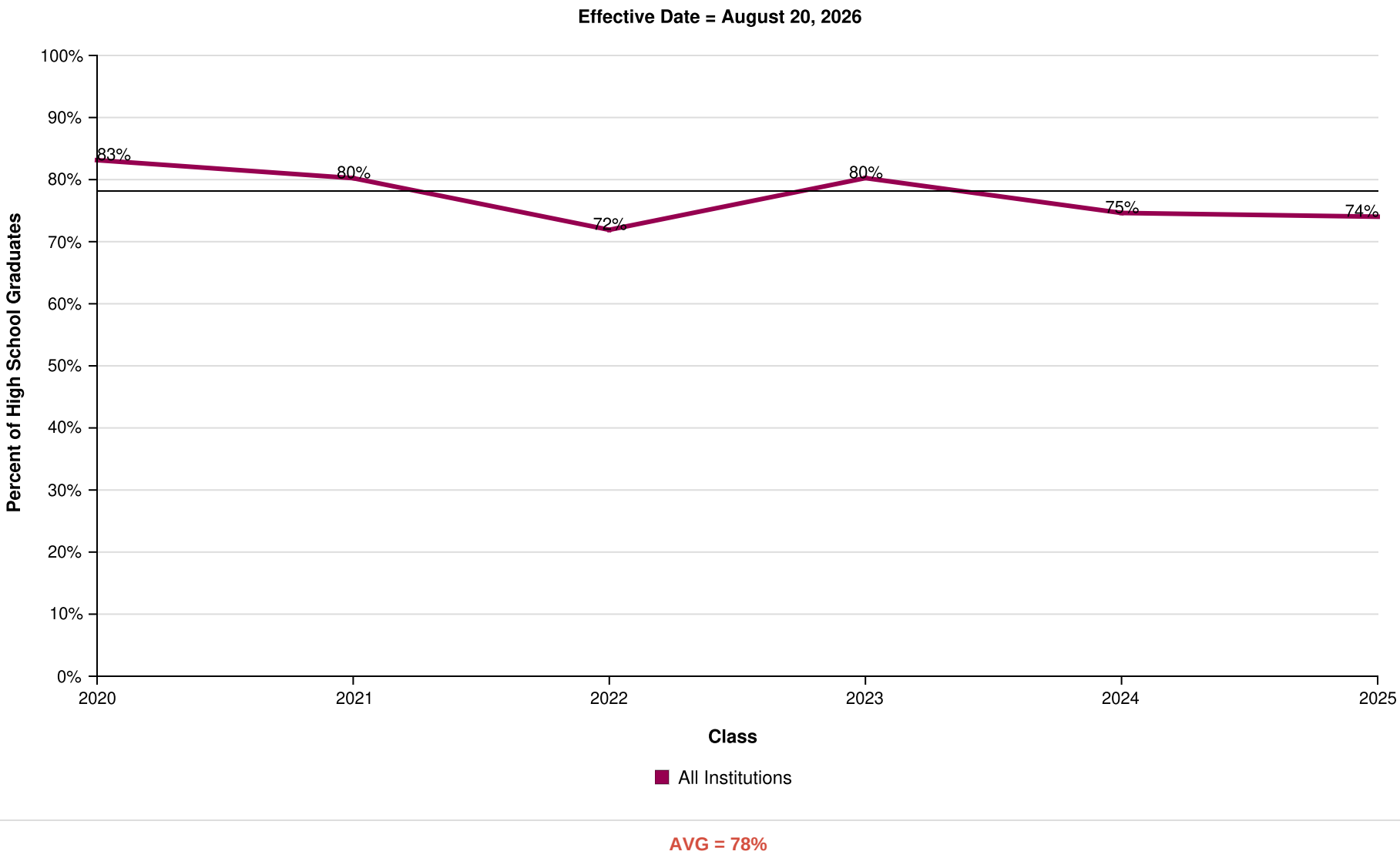
Effective Date = August 20, 2026

Class of	2020	2021	2022	2023	2024	2025
Total in the Class	83	86	89	81	67	77
Total Enrolled	68	65	63	61	50	57
Total in Public	58	58	58	59	49	51
Total in Private	10	7	5	2	1	6
Total in 4-Year	45	49	47	37	22	33
Total in 2-Year	23	16	16	24	28	24
Total In-State	61	60	61	58	50	52
Total Out-Of-State	7	5	2	3	0	5

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School



Summit Public School: K2

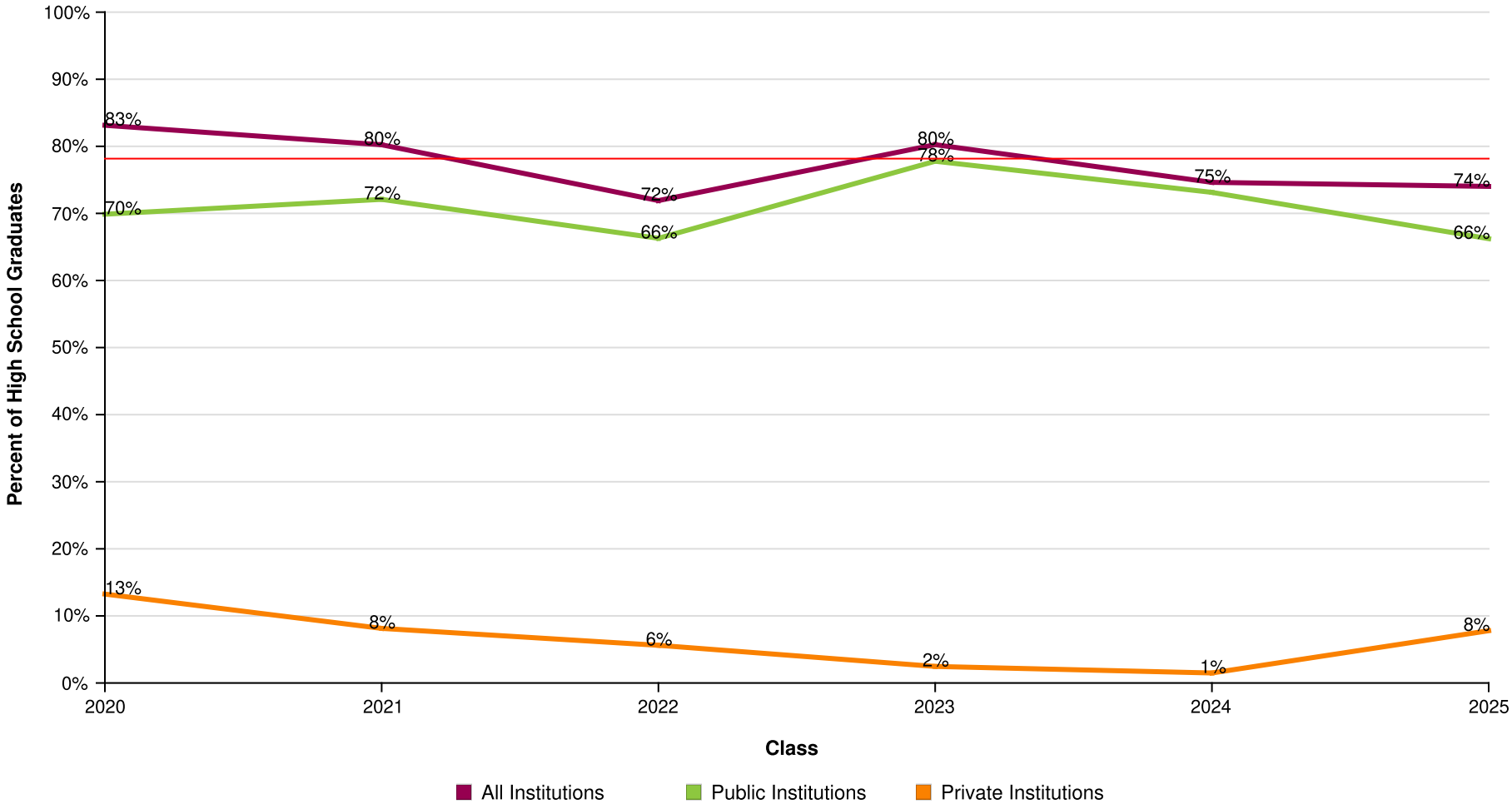
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Type

Effective Date = August 20, 2026



AVG = 78%

Summit Public School: K2

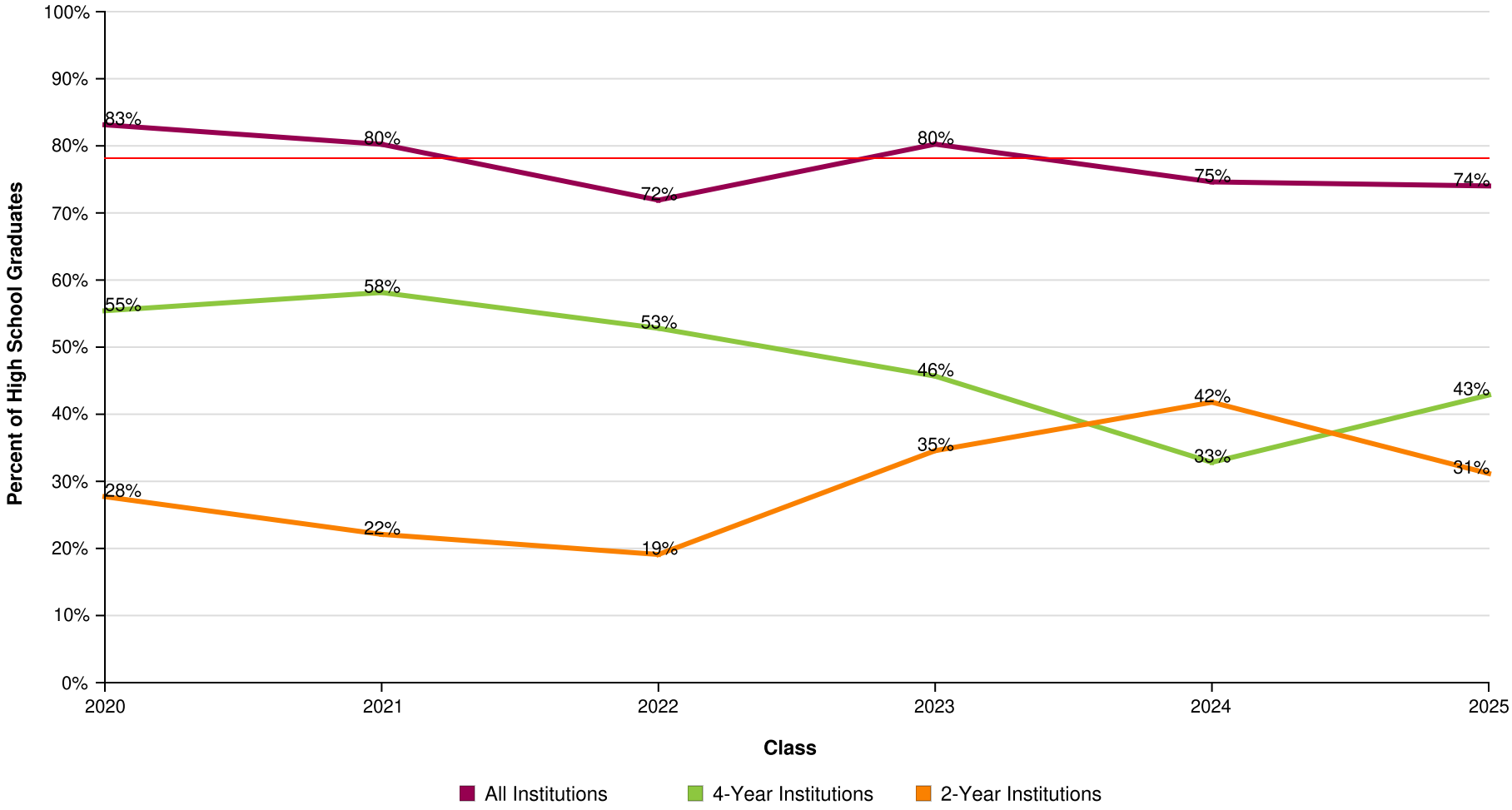
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Level

Effective Date = August 20, 2026



AVG = 78%

Summit Public School: K2

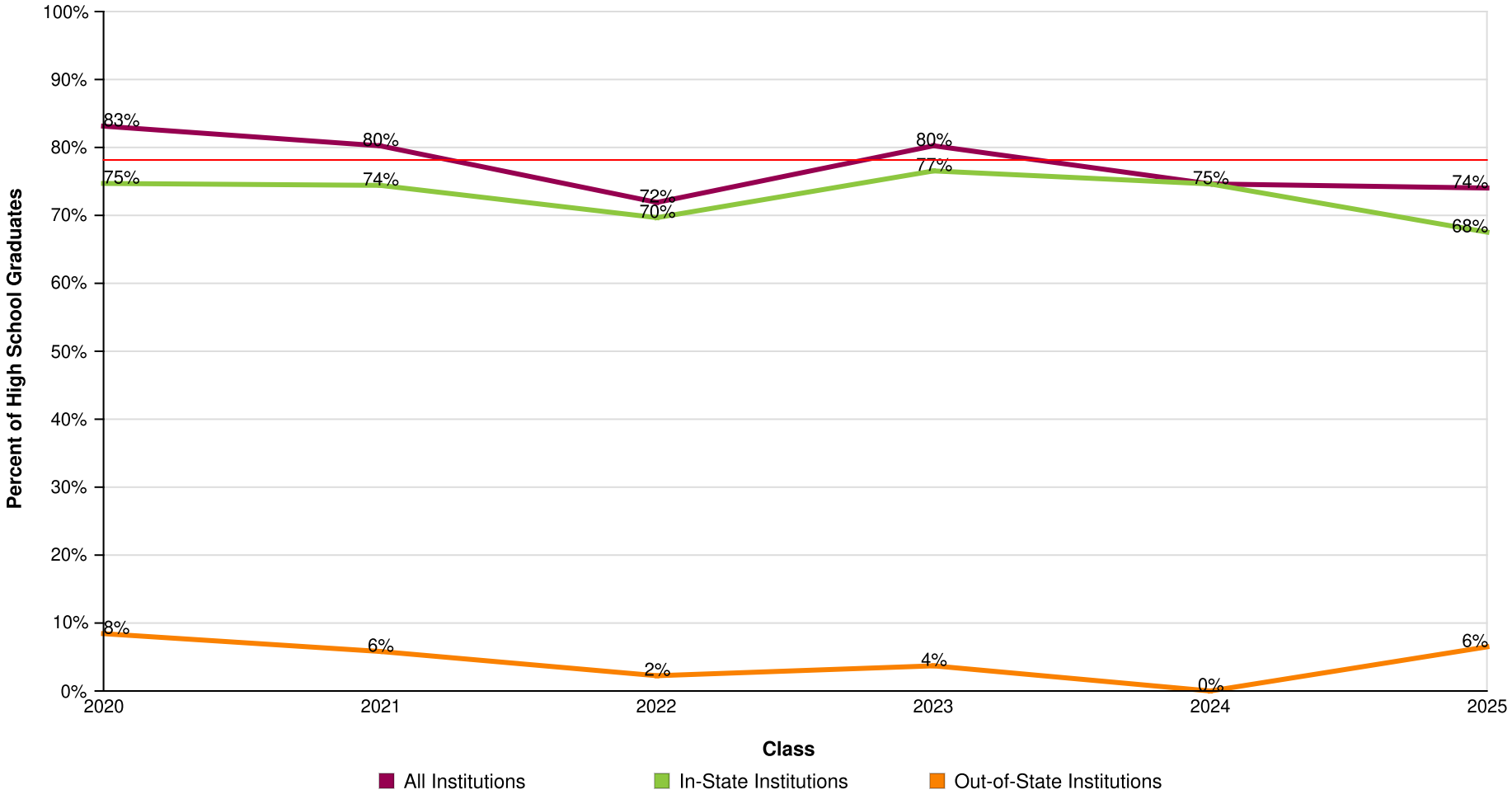
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Location

Effective Date = August 20, 2026



AVG = 78%

Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = August 20, 2026

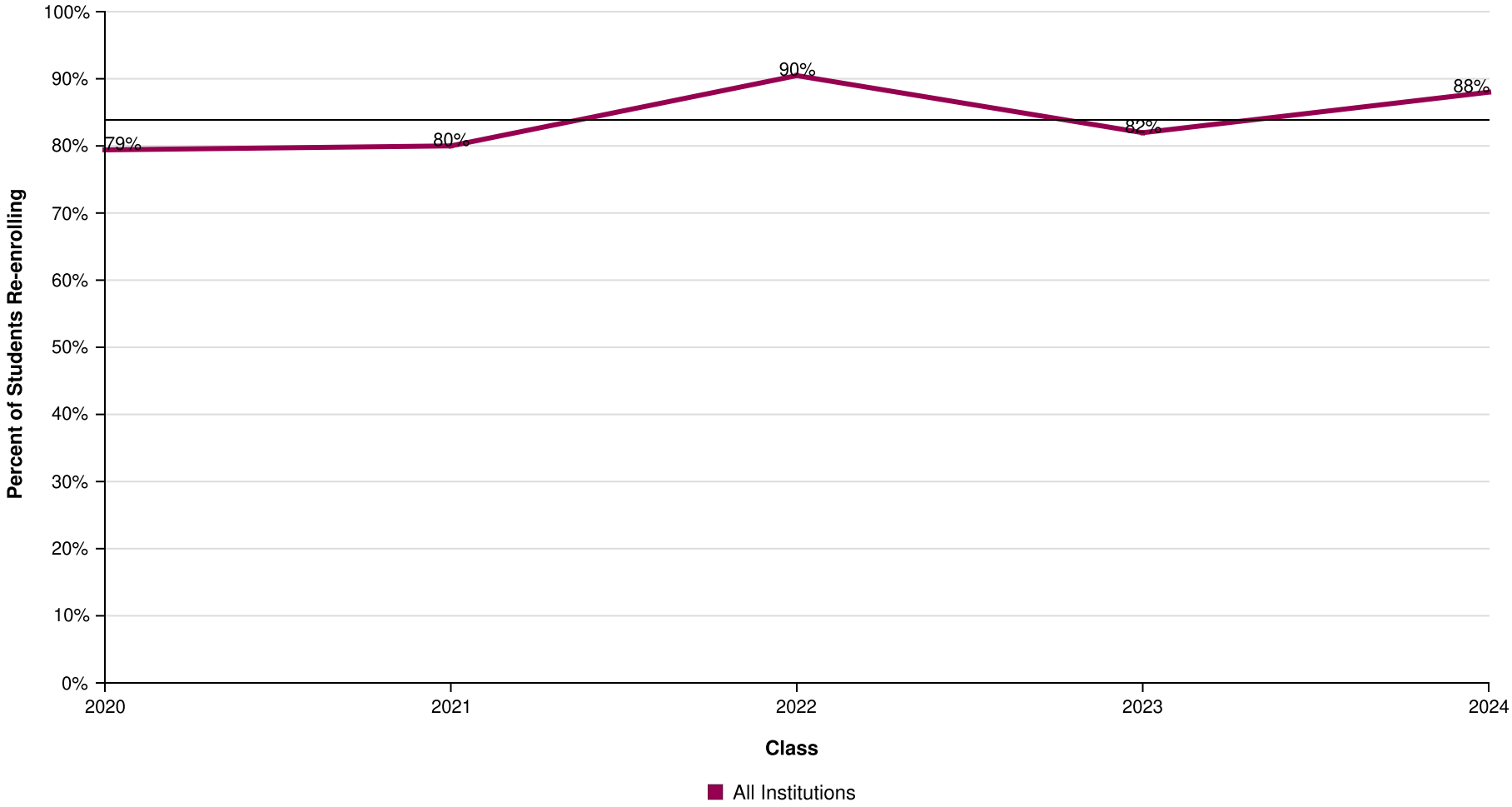
Class of	2020	2021	2022	2023	2024	2025
Total in the Class	83	86	89	81	67	77
Total Enrolled	69	69	64	65	50	57
Total in Public	58	62	59	63	49	51
Total in Private	11	7	5	2	1	6
Total in 4-Year	46	50	47	37	22	33
Total in 2-Year	23	19	17	28	28	24
Total In-State	62	64	62	62	50	52
Total Out-of-State	7	5	2	3	0	5

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = August 20, 2026



AVG = 84%

Summit Public School: K2

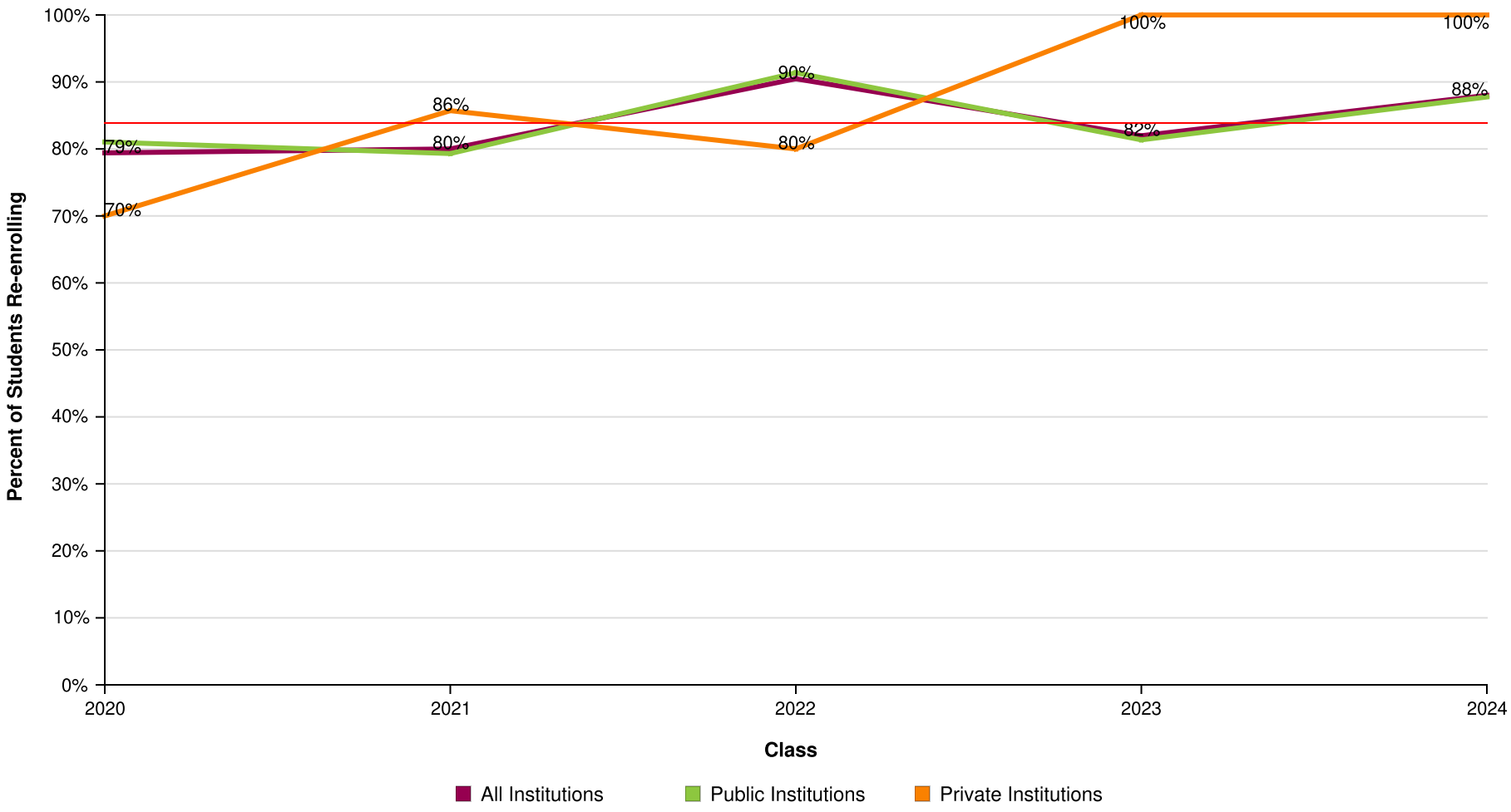
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Type

Effective Date = August 20, 2026



AVG = 84%

Summit Public School: K2

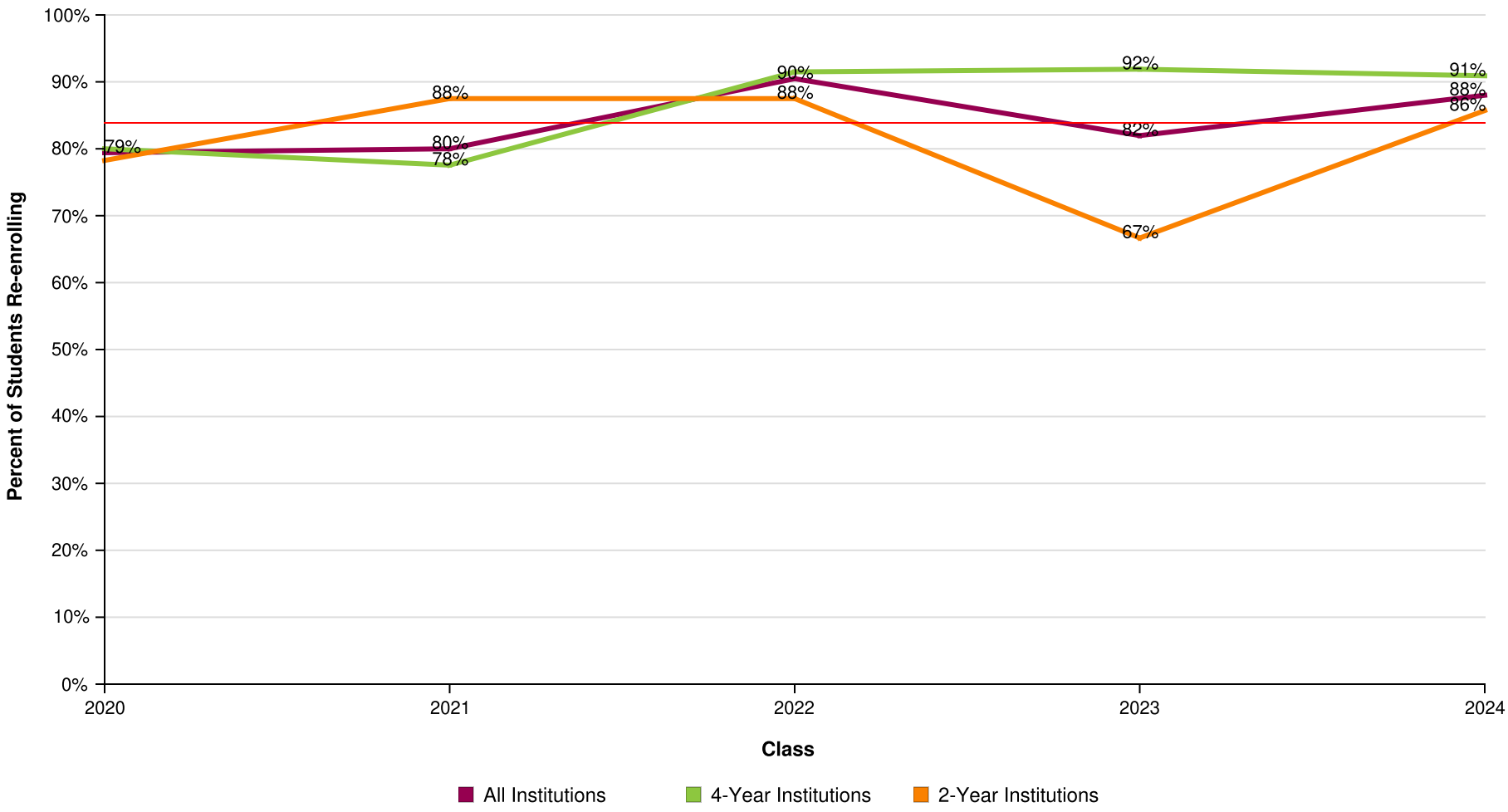
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Level

Effective Date = August 20, 2026



AVG = 84%

Summit Public School: K2

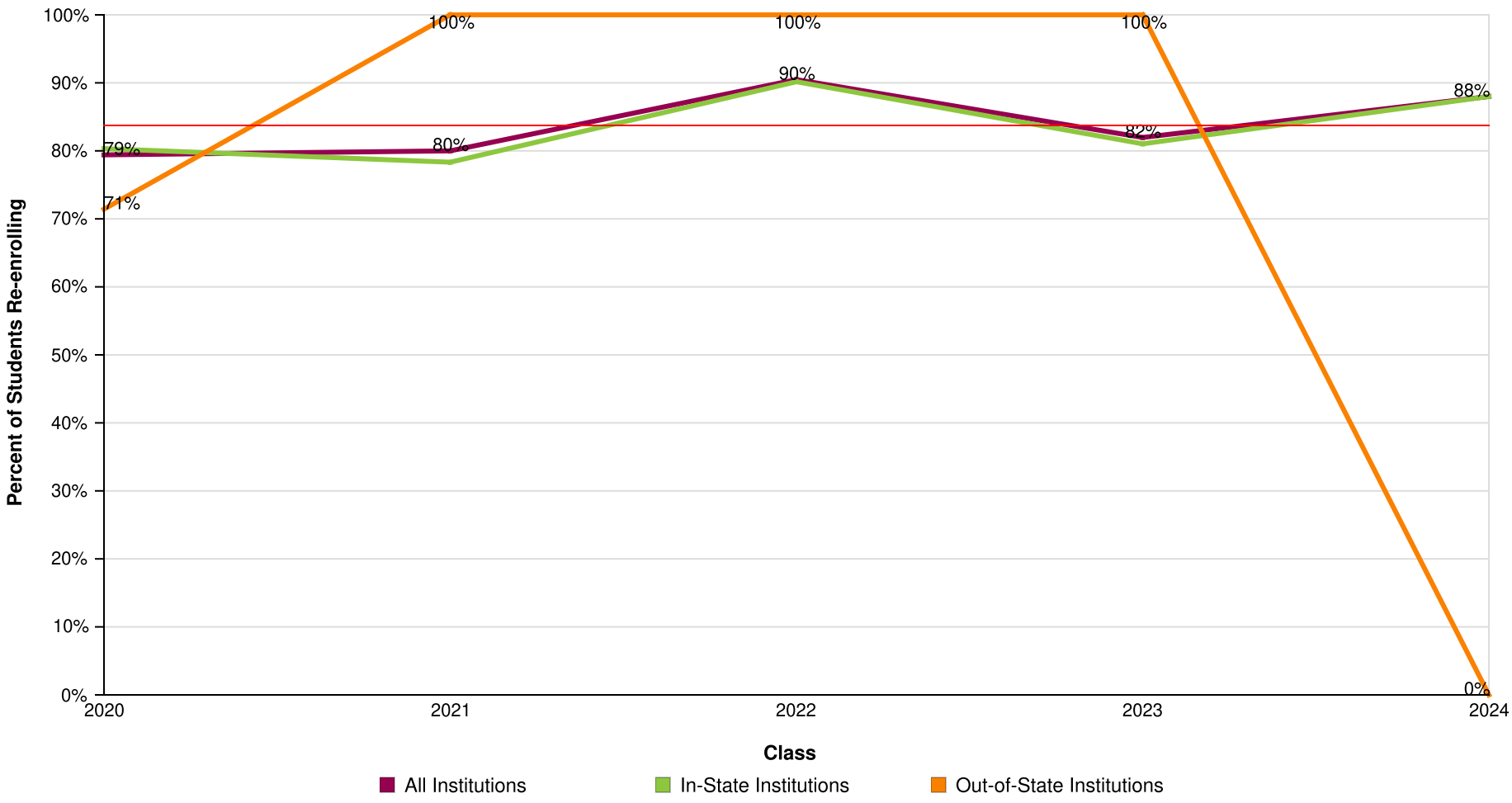
Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Location

Effective Date = August 20, 2026



AVG = 84%

Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

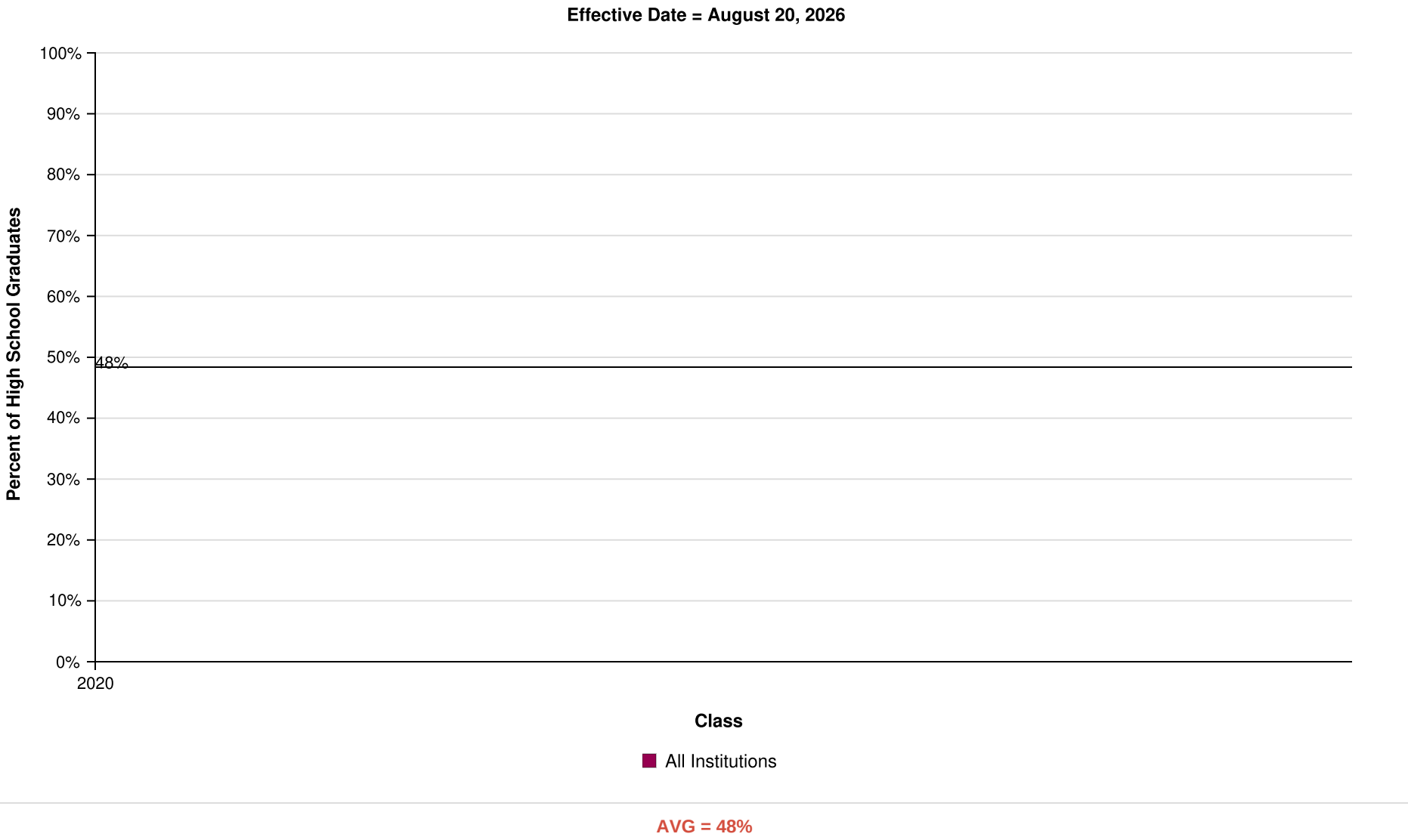
Effective Date = August 20, 2026

Class of	2020	2021	2022	2023	2024
Total in the Class	83	86	89	81	67
Enrolled Anywhere 1st Year	68	65	63	61	50
Enrolled Anywhere 2nd Year	54	52	57	50	44
In Public 1st Year	58	58	58	59	49
Enrolled Anywhere 2nd Year	47	46	53	48	43
In Private 1st Year	10	7	5	2	1
Enrolled Anywhere 2nd Year	7	6	4	2	1
In 4-Year 1st Year	45	49	47	37	22
Enrolled Anywhere 2nd Year	36	38	43	34	20
In 2-Year 1st Year	23	16	16	24	28
Enrolled Anywhere 2nd Year	18	14	14	16	24
In-State 1st Year	61	60	61	58	50
Enrolled Anywhere 2nd Year	49	47	55	47	44
Out-of-State 1st Year	7	5	2	3	0
Enrolled Anywhere 2nd Year	5	5	2	3	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years



AVG = 48%

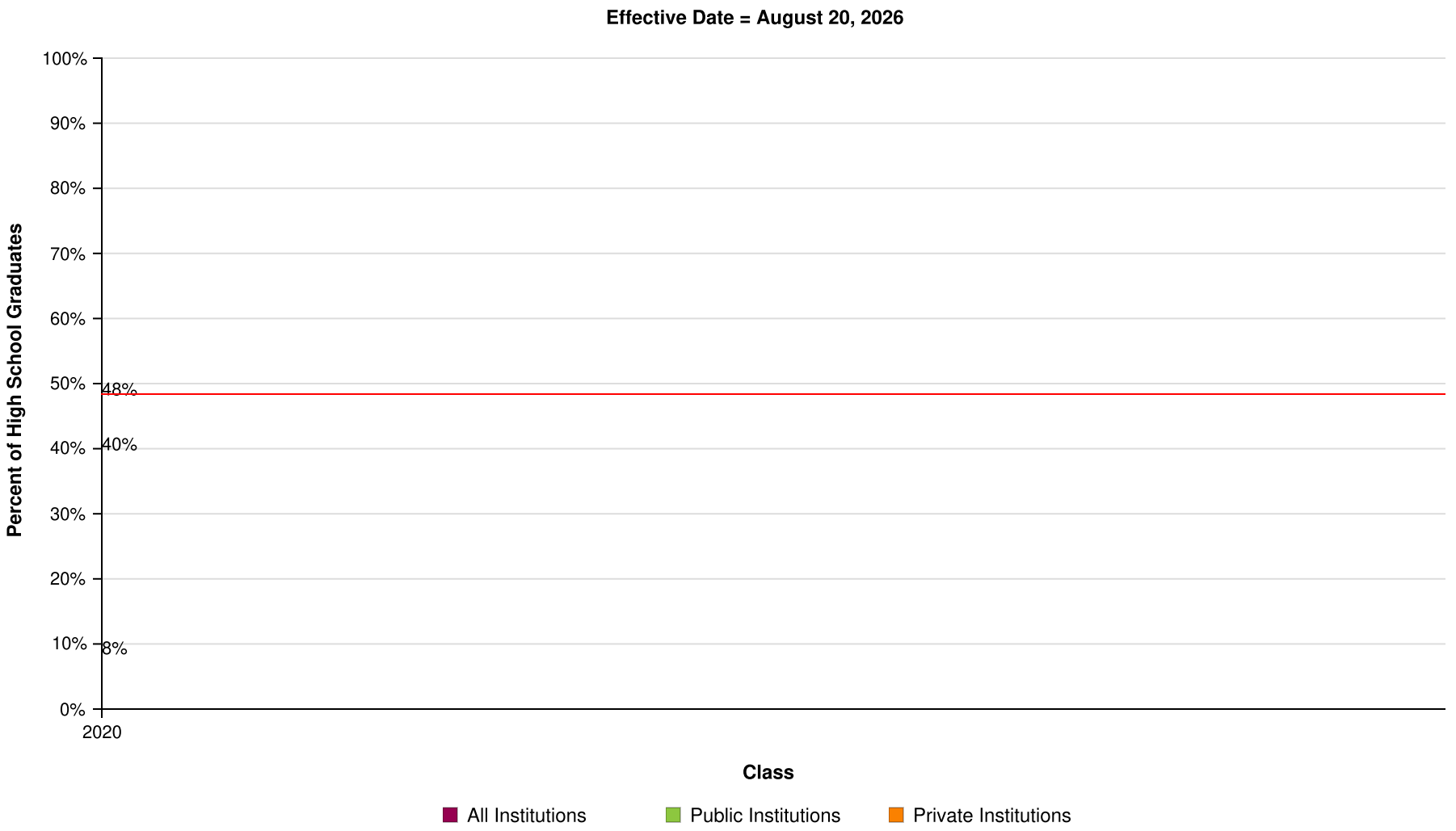
Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Type



AVG = 48%

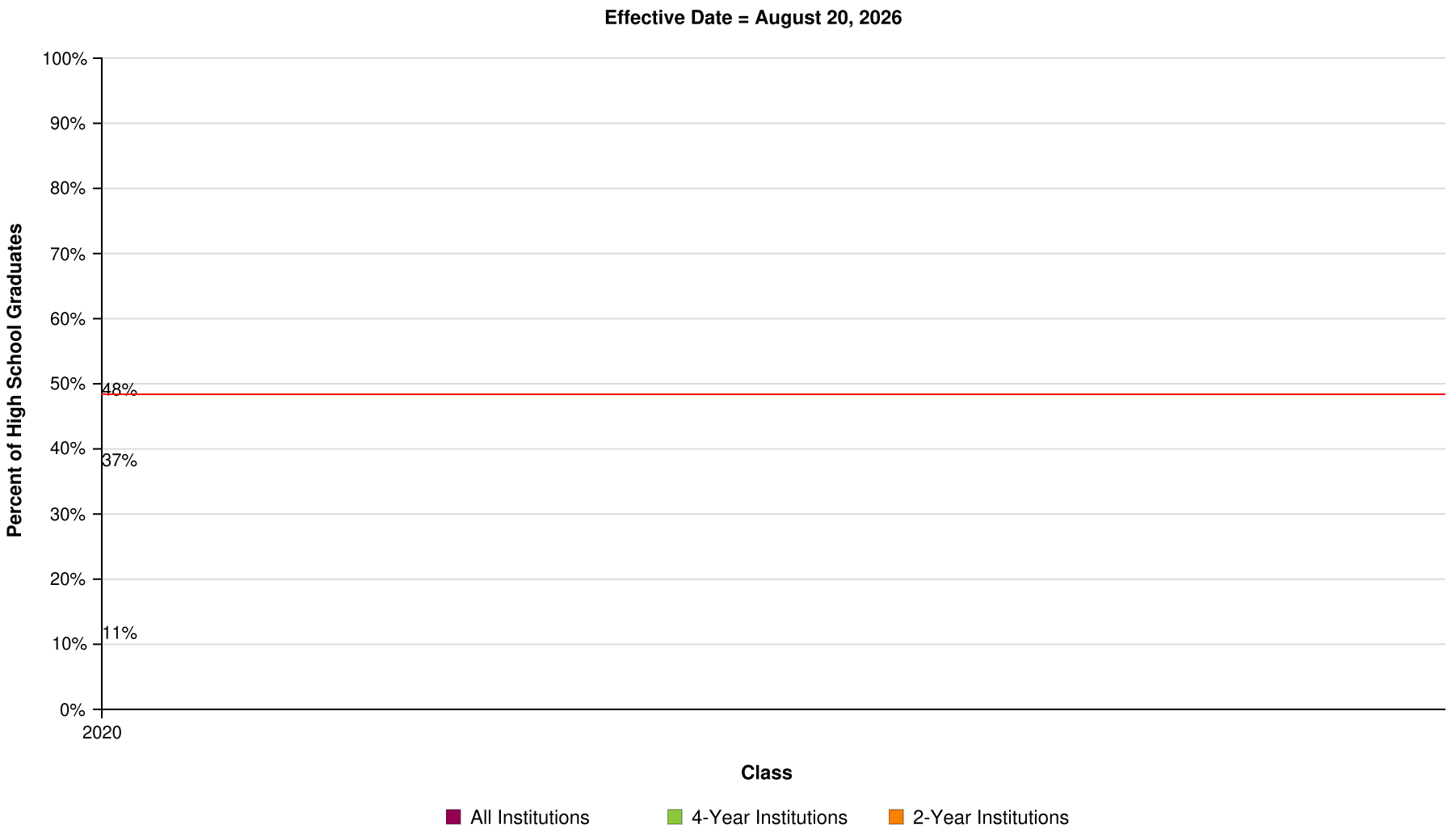
Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Level



AVG = 48%

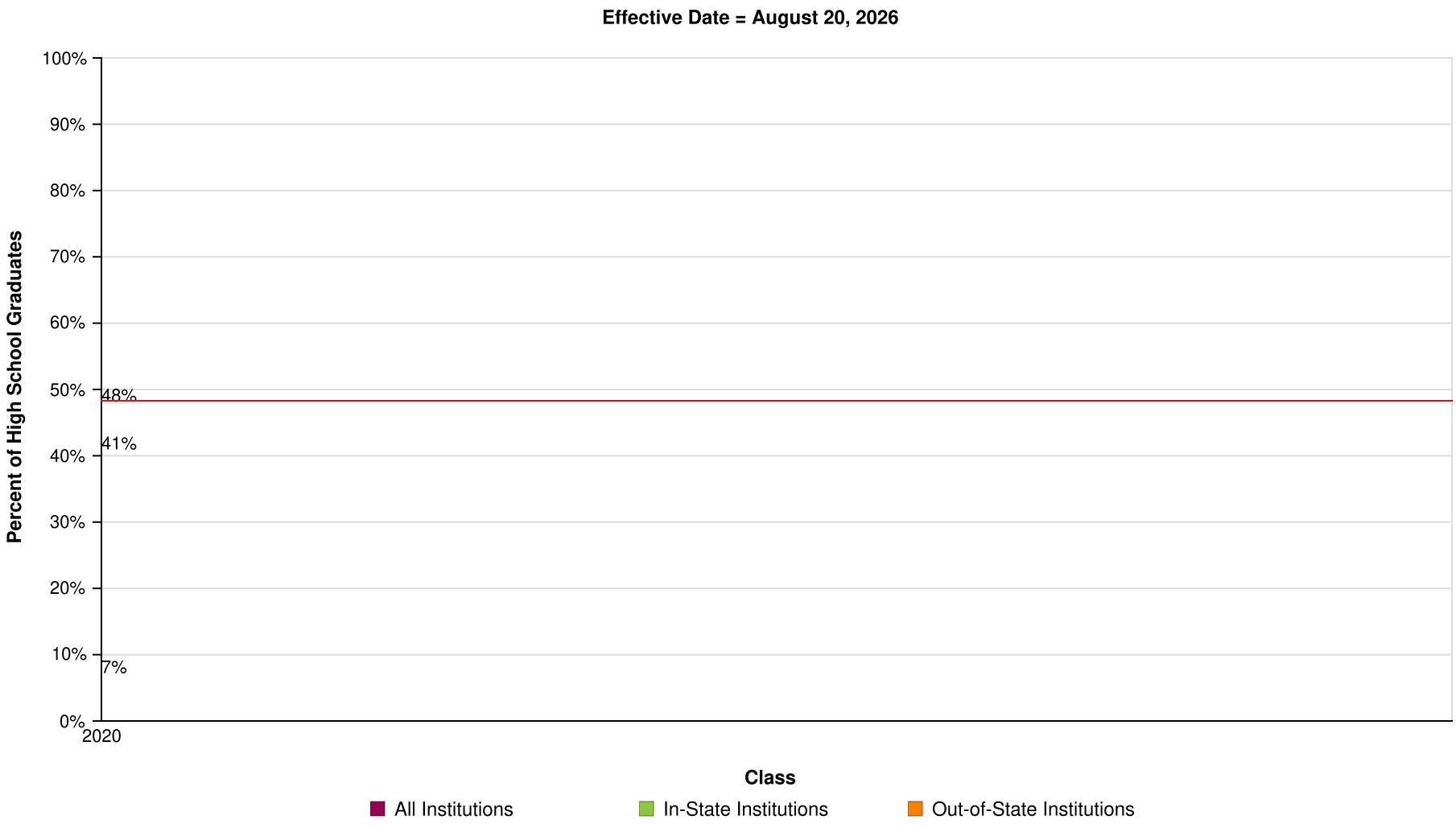
Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Location



AVG = 48%

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of High School Graduates with a College Degree

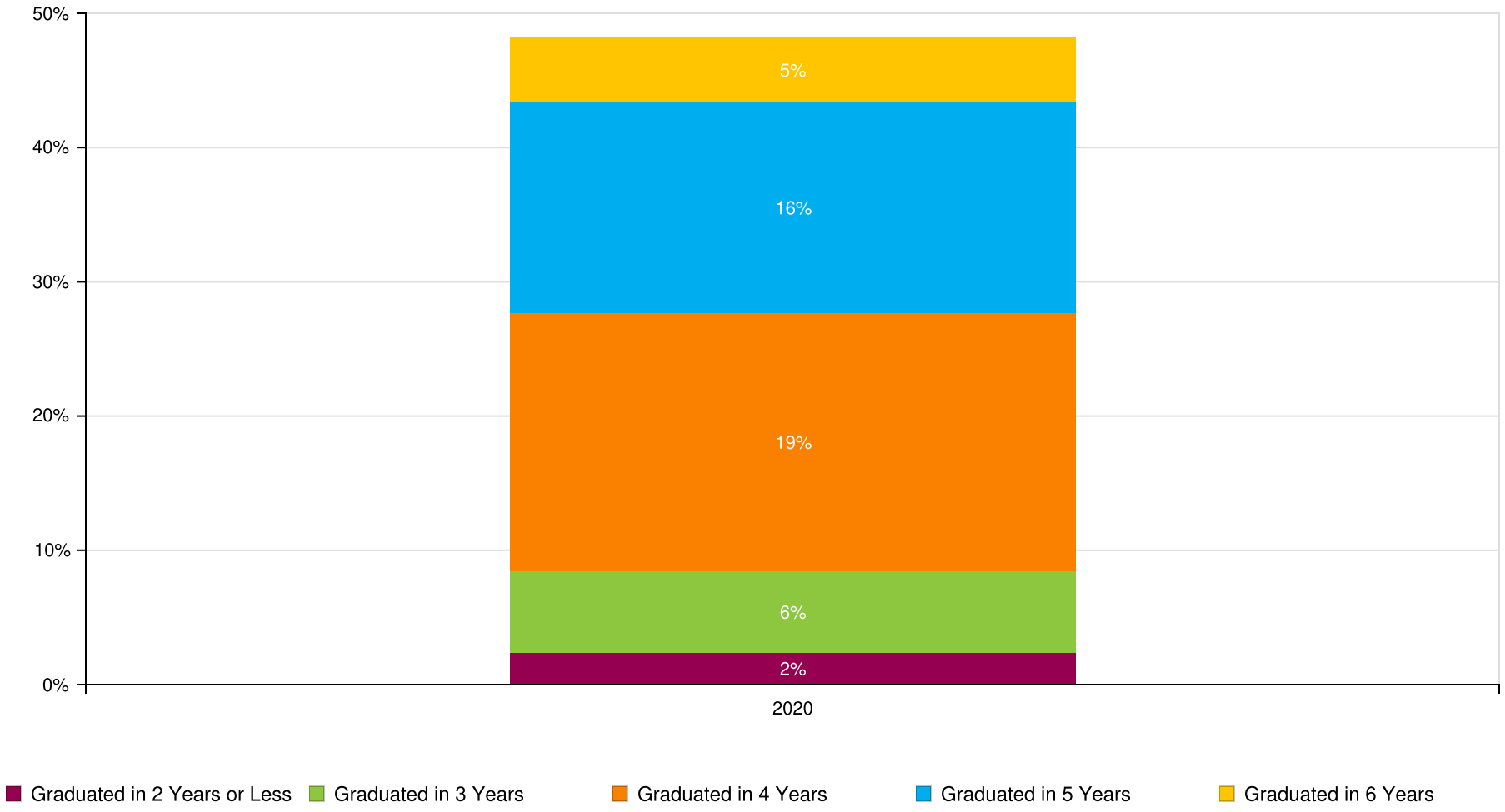
Effective Date = August 20, 2026

Class of	2020
Total in the Class	83
Total With a Degree	40
Total from Public	33
Total from Private	7
Total from 4-Year	31
Total from 2-Year	9
Total In-State	34
Total Out-Of-State	6

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

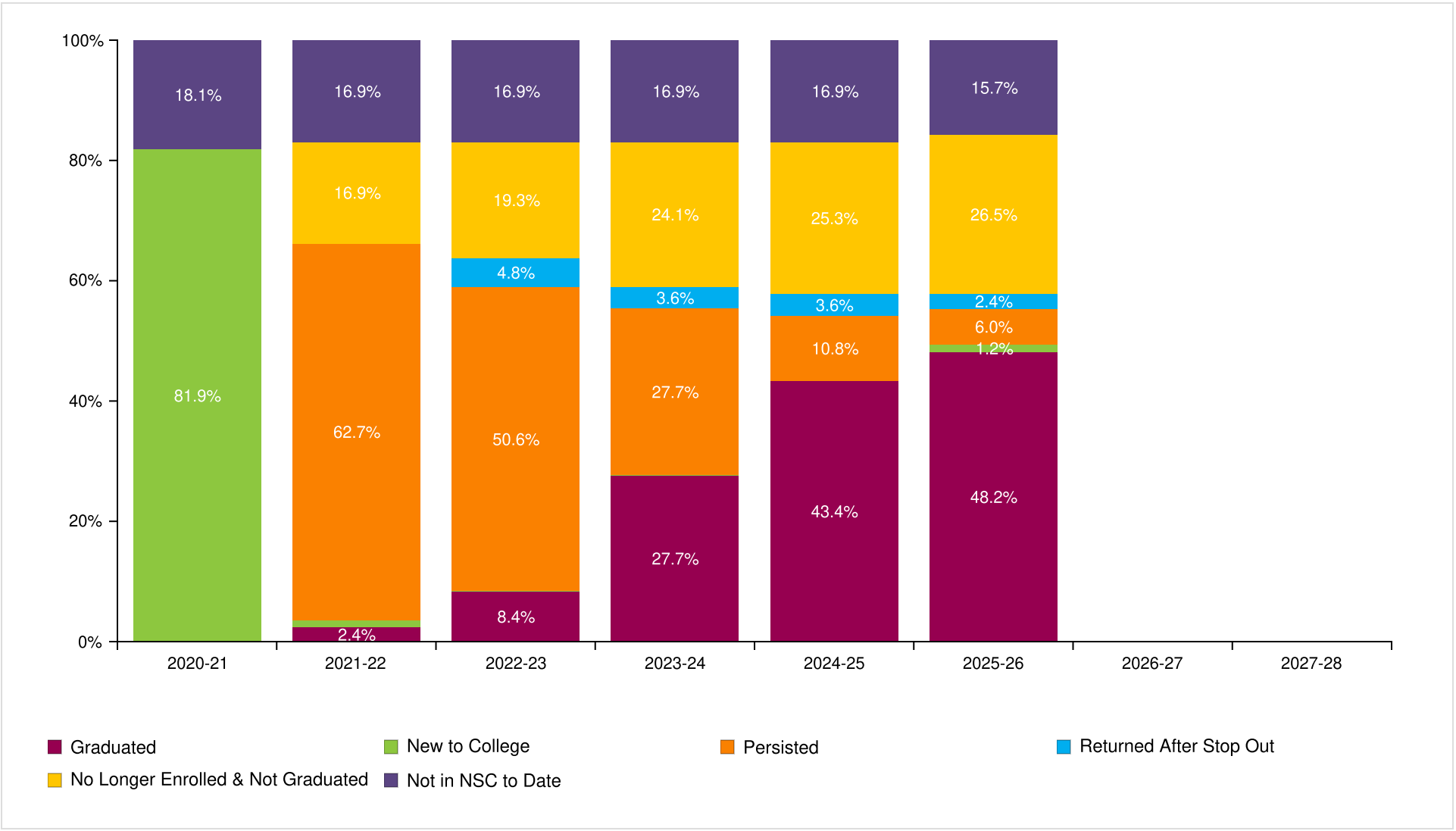
Count of Time to College Graduation within Six Years

Class of	2020
Total In the Class	83
Graduated in 2 Years or Less	2
Graduated in 3 Years	5
Graduated in 4 Years	16
Graduated in 5 Years	13
Graduated in 6 Years	4

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2020 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2020 Postsecondary Enrollment and Progress

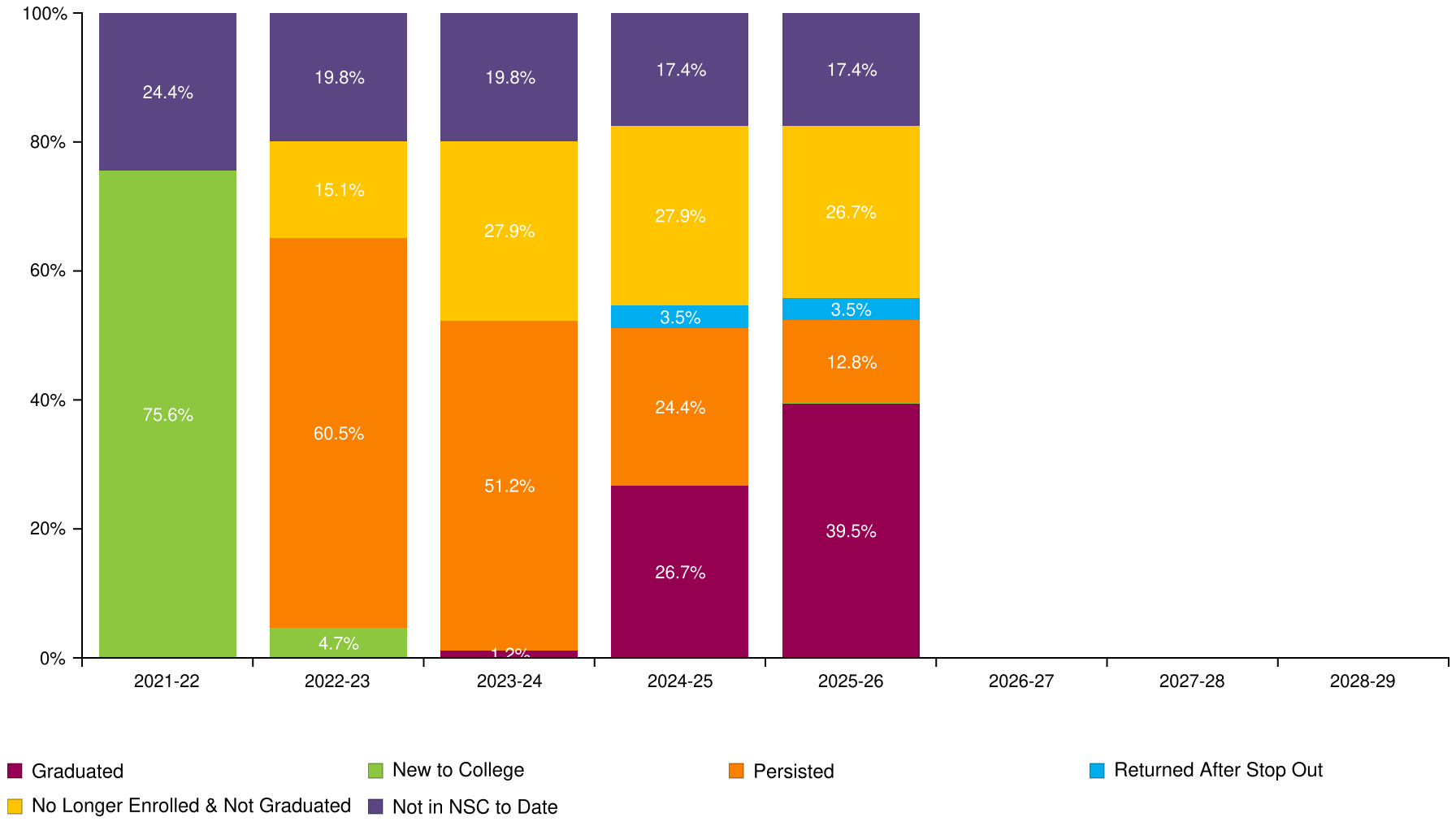
Total in the Class: 83

Academic Years	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
New to College	68	1	0	0	0	1	0	0
Persisted	0	52	42	23	9	5	0	0
Returned After Stop Out	0	0	4	3	3	2	0	0
No Longer Enrolled & Not Graduated	0	14	16	20	21	22	0	0
Graduated	0	2	7	23	36	40	0	0
Not in NSC to Date	15	14	14	14	14	13	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2021 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2021 Postsecondary Enrollment and Progress

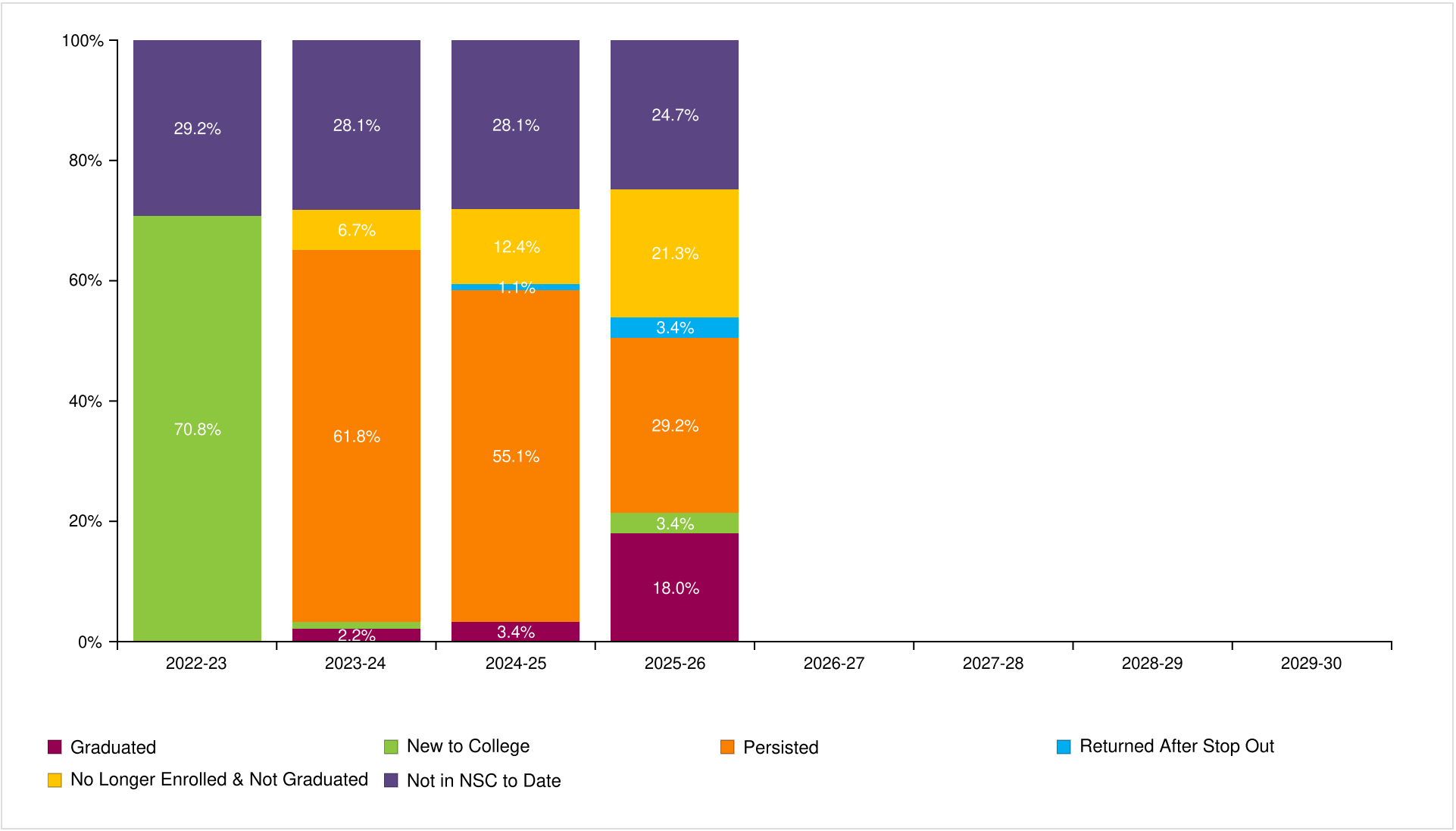
Total in the Class: 86

Academic Years	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
New to College	65	4	0	0	0	0	0	0
Persisted	0	52	44	21	11	0	0	0
Returned After Stop Out	0	0	0	3	3	0	0	0
No Longer Enrolled & Not Graduated	0	13	24	24	23	0	0	0
Graduated	0	0	1	23	34	0	0	0
Not in NSC to Date	21	17	17	15	15	0	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2022 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2022 Postsecondary Enrollment and Progress

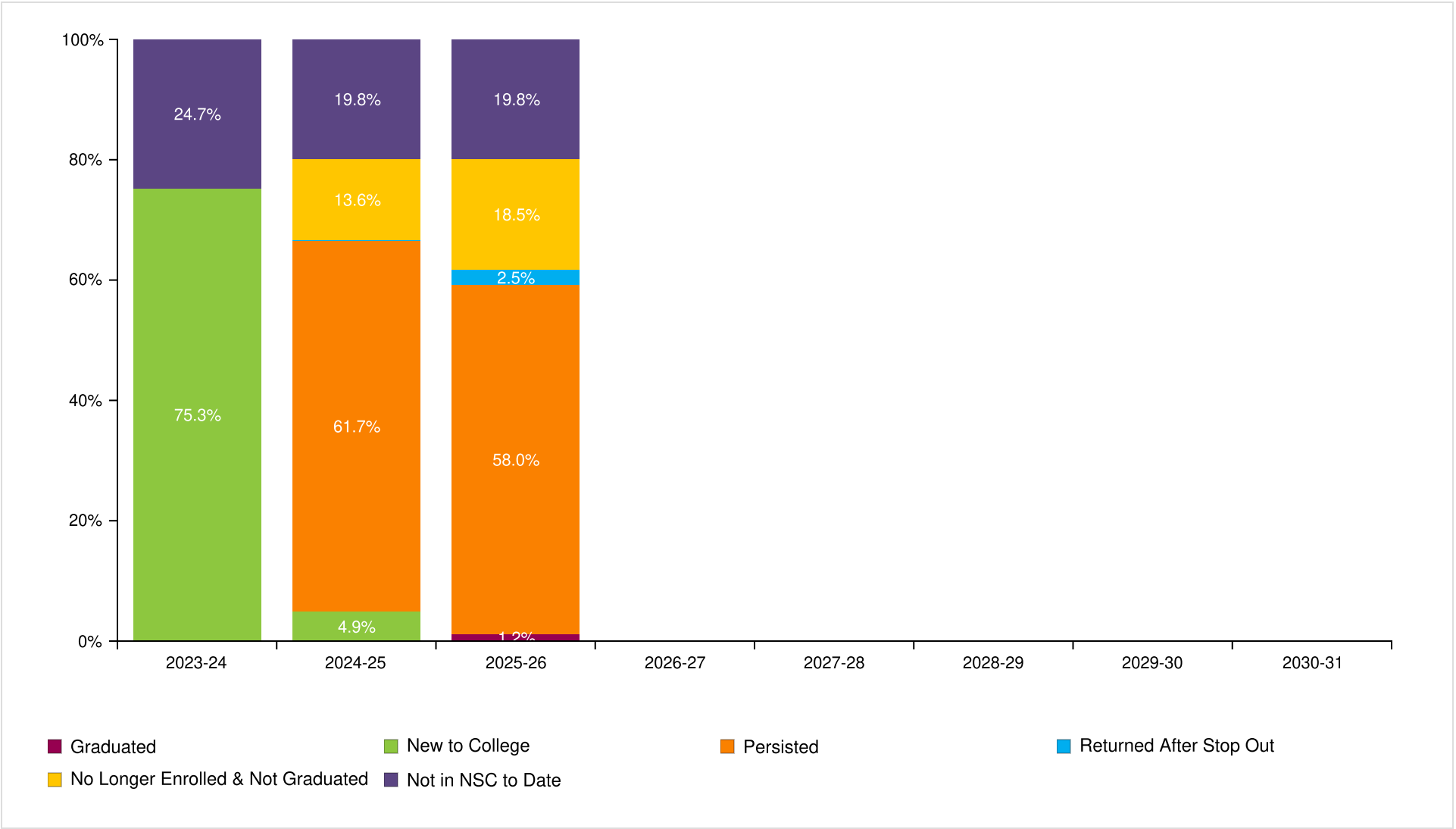
Total in the Class: 89

Academic Years	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
New to College	63	1	0	3	0	0	0	0
Persisted	0	55	49	26	0	0	0	0
Returned After Stop Out	0	0	1	3	0	0	0	0
No Longer Enrolled & Not Graduated	0	6	11	19	0	0	0	0
Graduated	0	2	3	16	0	0	0	0
Not in NSC to Date	26	25	25	22	0	0	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2023 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2023 Postsecondary Enrollment and Progress

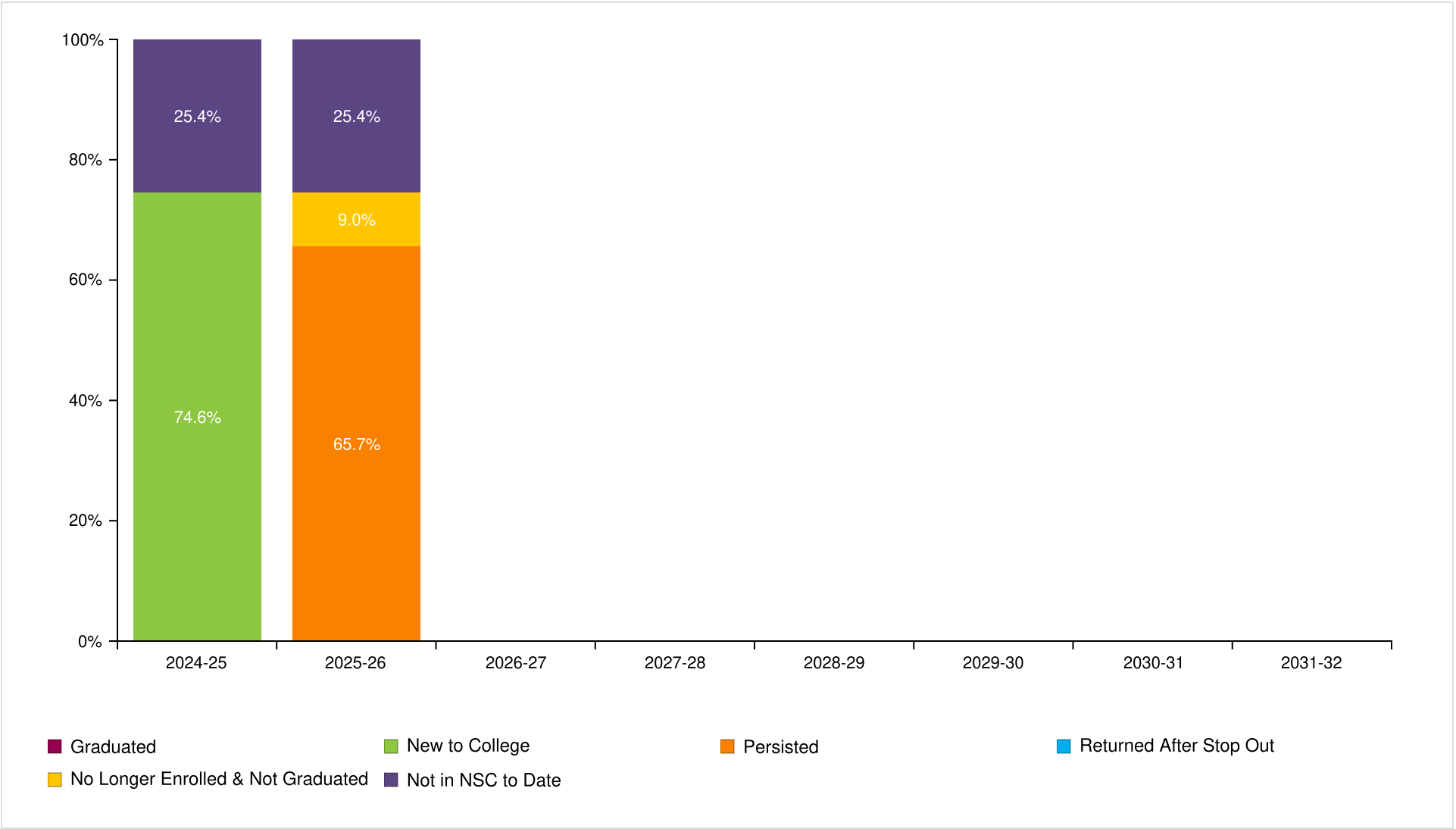
Total in the Class: 81

Academic Years	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
New to College	61	4	0	0	0	0	0	0
Persisted	0	50	47	0	0	0	0	0
Returned After Stop Out	0	0	2	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	11	15	0	0	0	0	0
Graduated	0	0	1	0	0	0	0	0
Not in NSC to Date	20	16	16	0	0	0	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2024 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2024 Postsecondary Enrollment and Progress

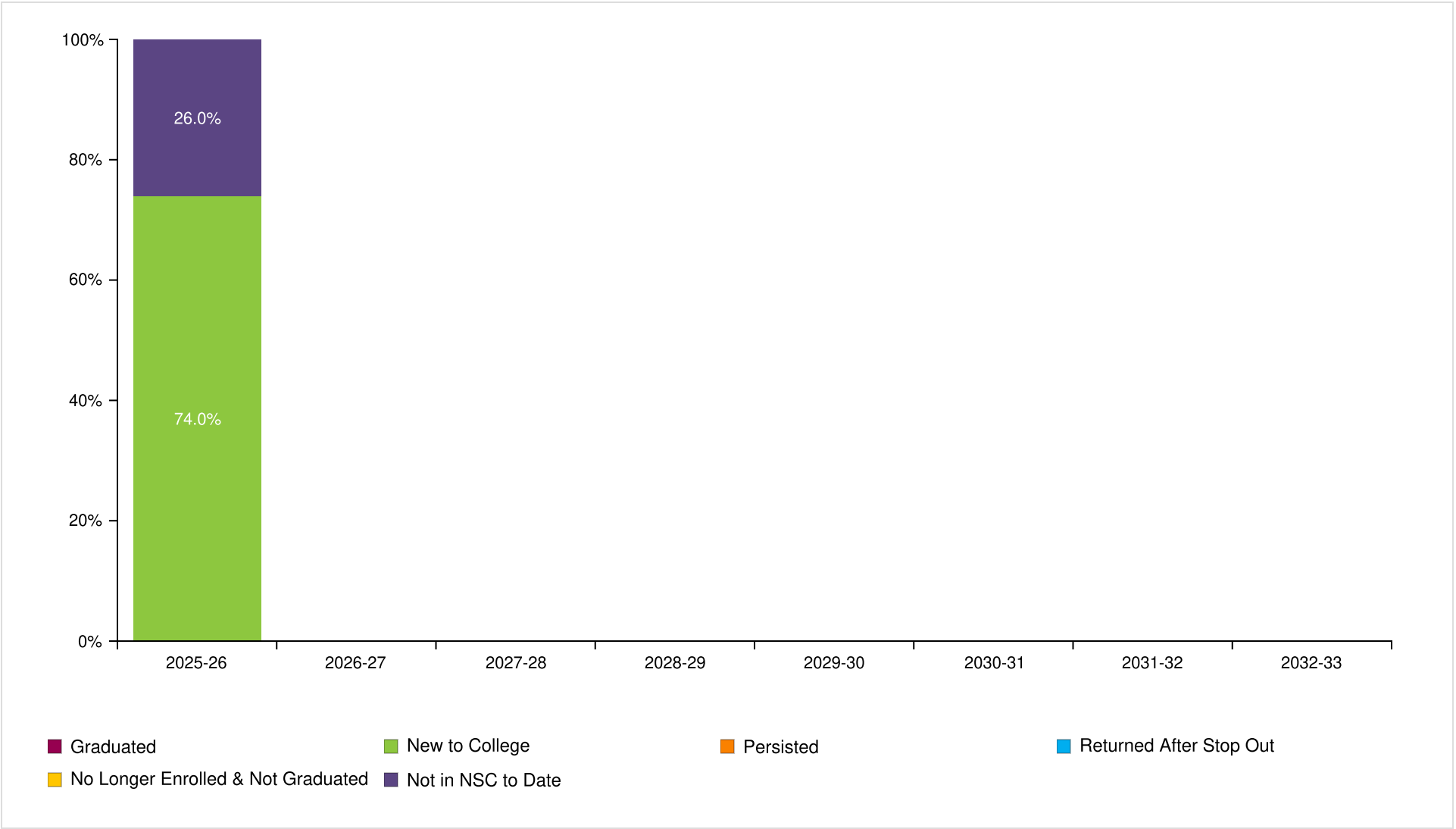
Total in the Class: 67

Academic Years	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
New to College	50	0	0	0	0	0	0	0
Persisted	0	44	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	6	0	0	0	0	0	0
Graduated	0	0	0	0	0	0	0	0
Not in NSC to Date	17	17	0	0	0	0	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Class of 2025 Postsecondary Enrollment and Progress



Summit Public School: K2

Report Run Date: 08/27/2026 08:21 AM

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2025 Postsecondary Enrollment and Progress

Total in the Class: 77

Academic Years	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
New to College	57	0	0	0	0	0	0	0
Persisted	0	0	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	0	0	0	0	0	0	0
Graduated	0	0	0	0	0	0	0	0
Not in NSC to Date	20	0	0	0	0	0	0	0

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

Name	Rank	State	Level	Type	Total
CONTRA COSTA COLLEGE	1	CA	2-year	Public	82
SAN FRANCISCO STATE UNIVERSITY	2	CA	4-year	Public	66
UNIVERSITY OF CALIFORNIA-DAVIS	3	CA	4-year	Public	24
BERKELEY CITY COLLEGE	4	CA	2-year	Public	21
UNIVERSITY OF CALIFORNIA - BERKELEY	5	CA	4-year	Public	20
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	6	CA	4-year	Public	15
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	7	CA	4-year	Public	14
CALIFORNIA STATE UNIVERSITY - EAST BAY	8	CA	4-year	Public	13
DIABLO VALLEY COLLEGE	9	CA	2-year	Public	12
UNIVERSITY OF CALIFORNIA - MERCED	10	CA	4-year	Public	9
SAN JOSE STATE UNIVERSITY	11	CA	4-year	Public	8
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	12	CA	4-year	Public	3
CALIFORNIA STATE UNIVERSITY - CHICO	13	CA	4-year	Public	3
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	14	CA	4-year	Public	3
ST MARY'S COLLEGE OF CALIFORNIA	15	CA	4-year	Private	3
UNIVERSITY OF CALIFORNIA - IRVINE	16	CA	4-year	Public	3
AMERICAN RIVER COLLEGE LOS RIOS CC DISTRICT	17	CA	2-year	Public	2
BOSTON UNIVERSITY	18	MA	4-year	Private	2
CALIFORNIA STATE POLYTECHNIC UNIVERSITY, HUMBOLDT	19	CA	4-year	Public	2
CALIFORNIA STATE UNIVERSITY - LONG BEACH	20	CA	4-year	Public	2
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	21	CA	4-year	Public	2
CITY COLLEGE OF SAN FRANCISCO	22	CA	2-year	Public	2
DOMINICAN UNIVERSITY OF CALIFORNIA	23	CA	4-year	Private	2
GRAND CANYON UNIVERSITY-TRADITIONAL	24	AZ	4-year	Private	2
HOLY NAMES UNIVERSITY -TRADITIONAL	25	CA	4-year	Private	2

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Appendix

Graphs (in order of appearance)		Description
Percent of Students Enrolled in College the Fall Immediately Following Graduation From High School (pp. 2-5)		Percentage of high school students who enrolled in a two- or four- year postsecondary institution in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any college enrollment between August 15 and October 31. The student must have an active enrollment between these dates.Shown only for classes which have completed a fall semester.
Percent of Students Enrolled in College at Any Time During the First Year After High School (pp. 7-10)		Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The first year after high school includes any college enrollment any college enrollment where a studen between August 15 of the graduation calendar year and August 14 of the following yeart had active enrollment between August 15 of the graduation calendar year and August 14 of the following calendar year.*
Percent of Students Enrolled in College at Any Time During the First Two Years After High School (pp. 12-15)		Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The two years after high school includes any college enrollment where student had active enrollment between August 15 of the graduation calendar year and August 14 of the following two calendar years.*
Percent of Students Enrolled in College the First year After High School Who Returned for a Second Year (pp. 17-20)		Percentage of students who remained enrolled (persisted) in postsecondary education from the first year to the second year. Note: The graphs show the percentage of students who remained enrolled at any postsecondary institution, not retention at the same institution. Shown only for classes which have completed the first two years after high school.
Percent of High School Class with a College Degree Within Six Years (pp. 22-25)		The six-year degree completion rate at two- and four- year institutions. Shown only for classes where six academic years have passed since high school graduation.When student has a degree with an award date that is more than 6 years after high school year,it will not be counted in this report; it will be reported in the student-level Detail Report. Only associate's, bachelor's, and advanced degrees are counted in these rates. Certificates are not included in these counts but will be reported in the student-level Detail Report.
Time to College Graduation Within Six Years (p. 27)		This graph shows the time to first degree broken down by the number of academic years since the students graduated from high school.
Class of XXXX Postsecondary Enrollment and Progress (each class year is on its own page)		Progress of a single class of students (cohort) through postsecondary education up to eight years after high school graduation. Each segment of the bar chart corresponds to one of the following definitions: GRADUATED: Student has completed an associate's, bachelor's or higher degree (certificates are not included). Once a student is counted as a graduate,s/he is not counted again elsewhere in the report. A Graduated Record is reported before all other possible categories (e.g. New to College,Persisted, etc.) NEW TO COLLEGE: First year that a student was found in the Clearinghouse database. PERSISTED: Student was enrolled during the previous year and continues to be enrolled in the current year. The graphs show the student's continued enrollment at any postsecondary institution, not retention at the same institution. RETURNED AFTER STOP OUT: Student was enrolled, did not appear in postsecondary education the following year, and reappeared in a year thereafter. NO LONGER ENROLLED & NOT GRADUATED: Student was enrolled in postsecondary education, is not currently enrolled and there is no record of completion. NOT IN NSC TO DATE: Student was not found in the Clearinghouse database.**

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Most Common Institutions of Enrollment in the Fall Immediately Following Graduation from High School for All Classes by Number of Students	A comprehensive list of top 25 most frequentlly attended the postsecondary institutions your students attended in the first fall following high school graduation.

Term	**Definition**
Effective Date	Set by Clearinghouse's Research Center three times per year - Fall, Spring and Summer. The date will be noted in the Report File Name and within the StudentTracker application.The date is established to ensure that your StudentTracker reports provide the most comprehensive enrollment and degree data provided by the colleges and universities for a given period, and that all secondary education institutions are matched against the same set of post-secondary data.Reports generated in between effective dates will be processed against the most recent effective date, no new data will be reported.
High School Class (labeled by graduation year)	Includes all students who graduated high school between September 1 of the previous year and August 31 of the graduation calendar year.
Academic Year	Defined as any collegiate enrollment that occurs between August 15 of one year and August 14 of the following calendar year.
Institutional Level	Indicates the level of degree predominantly offered by the institution (i.e. two-year or four-year).
Institutional Type	Indicates whether the institution is controlled publically or by a private entity.
Institutional Location	Indicates if an institution is in-state or out-of-state based on the comparison between the states where the institution and the high school are located.
Demographic Packet	A packet of reports for many of the same outcomes described above but stratified by the Demographic data elements you provided in your Diploma or Request file, if any.The Demographic data elements are: Gender,Ethnicity,Economic Disadvantage indicator,Disability indicator,English Language Learner.
Academic Packet	A packet of reports for many of the same outcomes described above but stratified by the Academic data elements you provided in your Diploma or Request file, if any.The Academic data elements are: Math Assessment 8th grade and high school,English Assessment 8th grade and high school,Dual Enrollment indicator and Number of Semester of Match completed.

*Revised in Spring 2016 to display the recent high school class even though the full time period has not elapsed
**Institutions that participate in the Clearinghouse represent more that 98% of the nation's two- and four-year postsecondary enrollment.Students who are enrolled in postsecondary institutions that do not participate in the Clearinghouse are not in the Clearinhouse database.

NATIONAL STUDENT CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

APPENDIX D

Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523 • (925) 942-3388
Lynn Mackey, Superintendent of Schools

February 21, 2023

Via: Postal and Electronic Mail

Kacy Robinson, Executive Director
Meg Lee, Executive Director
Summit: K2
1800 Elm Street
El Cerrito, CA 94530

RE: Notice of Concern – Fiscal Solvency

Dear Executive Directors Robinson and Lee:

This letter constitutes a formal Notice of Concern to Summit: K2 ("School") Leadership. The Contra Costa County Office of Education has reviewed the School's 2022-23 First Interim Report and has serious concerns about the fiscal solvency of the organization.

The Summit: K2 2022-23 First Interim Report reflects a net decrease in fund balance of $(892,453). A loss of this significance is indicative of significant financial distress. Moreover, the multiyear projections rely on what may be an unattainable enrollment increase in order to effectively break even in 2023-24 and 2024-25. If the School was not able to achieve these enrollment numbers and/or a pattern of deficit spending was to emerge, the current budget would be unsustainable.

According to the Memorandum of Understanding between the Contra Costa County Board of Education and Summit: K2 ("MOU"), the School is expected to operate in a "financially sound fashion." In addition, the MOU addendum titled "Schedule A" stipulates that the School must "show viable plans for addressing forecasted budget shortfalls." Based on our understanding of the School's current financial status, it is critical that Summit: K2 be prepared to respond proactively to this year's projected deficit.

At this time, the Contra Costa County Office of Education is not requesting formal action from the School. However, we will be closely monitoring future financial reports and may require follow-up documentation or information at that time. If you have any questions or concerns, please reach out to me via phone or email to schedule an appointment.

Sincerely,

Neil McChesney
Coordinator, Charter School Oversight
Contra Costa County Office of Education
(925) 942-3381
nmcchesney@cccoe.k12.ca.us

cc: Marsha Tokuyoshi, CCCOE Senior Director, Educational Services
Lynn Mackey, CCCOE Superintendent of Schools