



AT SUMMIT PUBLIC SCHOOLS

Marshall Street Impact Report

Summit Public Schools
Marshall Year 1

Published
September 2020



2019-20

OUR MISSION

Marshall Street develops solutions to locally felt, globally evident problems in America's public education system so that every student has the opportunity to pursue a fulfilled life.

About This Report

Founded in 2019, **Marshall Street Initiatives** is a coalition of educators working to systematically improve opportunities for students across the country. This report aims to share activities, findings, and impact from our inaugural year.

Our 4-Step Approach to Scale

Our long-term commitment to sharing broader solutions requires a robust and disciplined innovation process. This process has four different stages:

1 **Define Problem:** Marshall Street works with students, teachers, leaders, and parents across the country to define real challenges facing public education.



2 **Develop Solution:** In partnership, we generate novel solutions and provide processes, expertise, infrastructure, and connections to vet potential solutions.



3 **Pilot and Continuously Improve:** We pilot the vetted ideas with schools and communities, including Summit schools, that choose to be early adopters, and continuously improve and refine the solutions based on evidence and data.



4 **Grow Established Initiatives:** After validating the solution, we continue to grow the established initiative.



2019-20 AT A GLANCE

89%

Percent of residents in our **Teacher Residency** who passed the Educator Teacher Performance Assessment (EdTPA) on first attempt

100%

Success rate of Leadership Fellows in our **School Leader Certification Initiative** who received job offers among those who applied

75,000

Total students served by the 10 school networks in our **Continuous Improvement** pilot community

1 million

Parents reached by our **Prepared Parents** initiative in partnership with the National Parents Union

250+

Alumni engaged by **Postsecondary Pathways** during COVID support from the classes of 2017-19 at Summit Public Schools

Letter from the Executive Director

SEPTEMBER 2020

As Marshall Street closes our first year amidst unprecedented uncertainty in our beloved field of public education, we look back with deep gratitude and we look forward with great hope.

We're thankful for the many people who believed in us when we were only an idea: the idea that sustaining and improving great schools requires dedicated knowledge, skill, and expertise. We're thankful for those who encouraged and supported us when we were—and as we are—a growing but imperfect substantiation of that original idea. Thank you to our research partners, our funders, our thought partners from far and wide, our collaborators, our colleagues in higher education, in business, and in education nonprofits. We have learned so much from you. Thank you.

Our first year has been filled with joy, creation, and growth even as we have experienced confusion, disappointment, and grief. We have made it through because of the support of so many, and also because of the strength and dedication of our team. It has been the all-in commitment of our colleagues, our aligned vision of equitable schooling, and our strong relationships and norms that have allowed us to adapt to continually-changing circumstances while moving our work forward and taking care of each other. Marshall is our team, and we have an incredible team.

It is my faith in these relationships, and in the importance of the work before us, that brings me great hope for the year ahead. With the basic purposes of public education now in question, with issues of equity now - finally - central to the national conversation, and with the vast diversity of students' assets and needs now on display as schooling happens outside school buildings, our work has never been more pressing. Great leaders attract, develop, and retain great teachers who love their school communities. Great teachers meet all students' needs. Great schools, and school systems, are continuously improving in partnership with those they serve. And deep, empowering learning can happen inside or outside of school walls, as families become increasingly engaged in their children's learning. Our initiatives are designed to meet these challenges, and to adapt to the opportunities ahead.

With great respect,



Adam Carter

Public schools across America struggle to meet the needs of all students.

Yet the challenge is often not one of intent — but one of alignment. In our 15+ years as an innovative, research-driven network at Summit Public Schools, we've always begun our work with the understanding that each student is unique. The belief that diversity is the greatest asset in a learning community is the basis of personalized learning, which underlies our school model at Summit. To codify our work of aligning our school experiences and operations so that we're meeting each student's needs, we developed the **Aligned School Model** (ASM), a framework for school design that maps backward from student outcomes to every facet of the school model.

The ASM framework has served as an organizing backbone since the founding of our very first school, Summit Preparatory Charter High, at 201 Marshall Street in Redwood City, California. Today, this framework continues to guide Summit across our 15 award-winning schools in California and Washington state.

Our Theory of Change

Developing aligned school models is foundational to ensure diversity, belonging, equity, and inclusion in school design, but five key interconnected challenges remain:

ECOSYSTEM OF STUDENT SUCCESS



Teachers

We face a nationwide shortage of diverse, high-quality teachers.



School Leaders

We lack meaningful pathways into principal roles at student-centered schools.



K-12 Students

Inadequate supports for diverse learners creates a persistent achievement gap.



Families

Stress and uncertainty about how to support kids lock families in doubt.



K-12 Graduates

Myriad barriers to fulfilling career opportunities exist for our young people.

Marshall Street Initiatives, a division of Summit Public Schools, is our effort to stay true to the original promise of charter schools: to serve as laboratories of innovation for the public school sector.

The Opportunity

Schools exist within a broader ecosystem of parents, teachers, school leaders, and evolving federal, state, and local policies and priorities. To sustain schools designed to meet the needs of all students, we need an education ecosystem aligned to the needs of the individuals who lead and learn in student-centered schools.

We founded Marshall Street to develop solutions to these challenges, and to share back what works with the education sector. By designing to meet all students' needs, we can sustain an aligned ecosystem of support. In doing so, our schools can move closer to fulfilling the promise of a public education for *all* students in America.

OUR INITIATIVES



Teachers

Our **Teacher Residency** builds a diverse, high-quality educator pipeline.



School Leaders

The **School Leader Certification Initiative** develops strong school leaders.



K-12 Students

Continuous Improvement pilots research-backed solutions to improve outcomes for students with disabilities at 10 charter networks nationwide.



Families

Prepared Parents offers a roadmap of actions and community supports.



K-12 Graduates

Postsecondary Pathways bridges K-12 with meaningful college and work.

Together, we're building an aligned ecosystem where every student is equipped to live a life defined by purpose, financial independence, community, strong relationships, health, and fulfillment. We invite you to learn more about each initiative in the pages that follow.

● Marshall ○ Teacher Residency

In the midst of a nationwide teacher shortage, we set out to build a pipeline of diverse, well-prepared teachers to lead learner-centered classrooms.

Begun in 2014, the Marshall Teacher Residency has trained over 70 educators in a research-based model that orients teacher preparation around the needs of students. Our residency is unique because we designed the program to focus on the powerful teacher preparation described by Dr. Darling-Hammond below:

“It is impossible to teach people how to teach powerfully by asking them to imagine what they have never seen or to suggest that they ‘do the opposite’ of what they have observed in the classroom...”

It is impractical to expect to prepare teachers for schools as they should be if teachers are constrained to learn in settings that typify the problems of schools as they have been.”

Linda Darling-Hammond
Learning Policy Institute



THE PROBLEM

Across the nation, we lack a **diverse teacher workforce**¹, which adversely impacts student learning. Studies show that same-race² and same-gender³ teachers boost the academic performance of students. Nationally, the teaching workforce is 82% white and 76% female. Teachers across the country do not represent our diverse student population, which particularly impacts boys and students of color.

Teacher turnover is also particularly high among minority teachers across the country⁴, which contributes to the overall national teacher shortage. Teachers with little to no training leave at nearly three times the rate of teachers with comprehensive preparation.⁵ In contrast, our Teacher Residency graduates in the San Francisco Bay Area have retention rates nearly *three times* those of average new teachers.

OUR SOLUTION

Born out of **Summit Public Schools**, developed with the **Stanford Center for Assessment, Learning and Equity (SCALE)**, and accredited by the **California Commission on Teacher Credentialing (CTC)**, the Marshall Teacher Residency is the *only* educator preparation program that gives candidates the opportunity to experience personalized learning as both students and educators. Over the course of the year, Residents evolve from observation to co-teaching to independently leading one class section, all with coaching and support.

From Day 1 of the school year, Residents are embedded into the classroom and undergo some of the most comprehensive preparation in the field, including daily classroom practice, data-driven learning, observation, mentorship, and coaching. The program is designed with a gradual release of responsibility and attainment of a **California Preliminary Single Subject Teaching Credential**.

“ At the beginning of the year, so much of this was new to me, but now I feel confident about my ability to full-time teach independently next year. I have also become more excited about teaching than ever as I loved my students and they made me smile every day. ”

Spanish Subject Resident
2018-19 Cohort

¹ Pew Research Center: [America's public school teachers are far less diverse](#)

² American University: [The Long-Run Impacts of Same Race Teachers](#)

³ Stanford University: [Teachers and the Gender Gaps in Student Achievement](#)

⁴ Consortium for Policy Research in Education: [Trends of the Teaching Force](#)

⁵ Learning Policy Institute: [Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013](#)

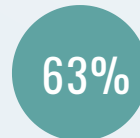
2019-20 Cohort Profile

Our **2019-20 Teacher Residency cohort** represented a gender-balanced class with 64% identifying as persons of color and 63% hailing from the communities in which they teach. Once in the program, our residents are 30% more likely than the national average to pass the Educator Teacher Performance Assessment (EdTPA) and 90% likely to be considered teacher leaders by school leaders after one year of teaching.

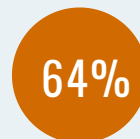
Every day, teachers who graduate from our residency program show up to create the classrooms of tomorrow. They are fearless, mission-driven instructional leaders equipped to teach in the schools our communities need, not schools as they have always been. And they found us because they are ready to lead, empower, and inspire.



Residents who identify as
MEN



Residents who come from
THEIR LOCAL SCHOOL COMMUNITIES



Residents who identify as
PERSONS OF COLOR



Residents who identify as
FIRST OR SECOND GEN AMERICANS



“I never had a mentor or anything like that in high school and middle school. For adolescents, I want to make sure they don't go through high school going through the motions and going home and breaking down. That's what led me to a mentor and leadership role.”



Edwin Mendez
Teacher Resident '18-19
Summit Shasta

“[Our resident alumna] is one of the most successful first years I have ever seen, because of her instructional practice and her already-strong connection with our community and school culture.”

Executive Director
Everest Public High School, CA

Spotlight on Our Alumni

The Marshall Teacher Residency supports a diverse cohort of Teacher Residents in developing the skills and habits of high-quality, student-centered educators. Meet some of our phenomenal Residents below:



The Residency program was an opportunity for **April** to follow a path towards their professional goals and learn essential teaching skills through a personalized learning model and with a highly effective Cooperating Teacher. April was a Resident at Summit Rainier and is now in their third year teaching History at Summit Tahoma in San Jose, California.



Edwin joined the Residency because he had observed the challenges of the traditional educational model and knew that meeting the needs of individual students would require an innovative approach. Edwin was a Resident at Summit Shasta and is now teaching Spanish in his Southern California hometown.



Before discovering his passion for teaching, **Eric** was a writer in Los Angeles. He spent his Residency at Summit Shasta and is now in his second year teaching creative writing and journalism for Summit's Expeditions program.



Devonna found her passion for teaching during her undergraduate studies at Cal Poly Pomona. After spending a year as a tutor at Summit Tahoma, she joined the first cohort of the Summit Learning Teacher Residency. She is now in her third year as a Math Teacher at Summit Tahoma in San Jose, California.

OUR IMPACT

This year, **100% of our inaugural cohort** returned to teach for their second year. **98% of our second cohort** entered the teaching profession as first-year teachers. Our second cohort is teaching in schools across California including **Abbott Middle School** (San Mateo), **Aspire Pacific Academy** (Los Angeles), **Downtown College Prep El Primero** (San Jose), **Los Altos High School** (Los Altos), **Mountain View Whisman School District** (Mountain View), **North Monterey County High School** (Castroville), **Oakland Tech** (Oakland), and a diversity of **Summit Public Schools**.

Our Residents and cooperating teachers express **strong program satisfaction**:

- **Over 90% of Residents** agree that the coaching, observation and assessment feedback they get through the program is high-quality and supports their growth
- **100% of Cooperating Teachers** agree that being in the Cooperating Teacher role has helped them develop as an instructional leader / coach
- **100% of Cooperating Teachers** agree that supporting a Resident helped them grow as a teacher

TAKING PULSE

Demand for our program is incredibly high among school leaders:

100%

School leaders who agree our Residents are **high-quality teachers** and need less support than other first-year teachers

90%

School leaders who say our program alumni are **teacher leaders** after just one year of teaching

In March 2020, we moved to virtual coursework with our Residents. Our program adapted quickly and Residents flourished: **despite COVID-19 interruptions, 89% of Residents passed the edTPA on their first attempt**, compared to the 72% national average. Our Residents went above and beyond during Virtual School by coming up with creative structures to engage all students in a virtual setting, even creating extra videos to help students make progress towards Advanced Placement (AP) exams.

The Marshall Teacher Residency is leading the nation as a model for exemplary teacher preparation. In the state of California, the residency program engaged with the **California Commission on Teacher Credentialing (CTC)** the past two years to clarify the legal requirements for operating a teacher residency program. Similar to a medical residency, teacher residencies are lauded as the gold standard in educator preparation because of the focused time, guidance, and practice that comes with an apprenticeship model. Previously, residency programs in California have only been operated through institutes of higher education.

On March 26, 2020, our Teacher Residency made history by becoming the **first Local Education Agency (LEA) authorized to operate a residency program in California**, receiving full accreditation. In their deliberations, CTC staff, visiting team members who examined our program, and committee members spoke of the program's commitment to diversity and unwavering standards of excellence.

LOOKING AHEAD

Now more than ever, a new generation of teachers can transform classrooms into places that support healing, provide spaces where everyone has a place at the table, and empower all students to build a better future. The Marshall Teacher Residency is opening the door for talented and diverse educators to be change agents in their community. In the 2020-21 year, our Teacher Residency will continue to grow, with a specialist offering in development. The program operates on a regionally sustainable budget model and boasts a strong track record of teacher success, preparation, and retention.

CONTACT

Pamela Lamcke

*Founding Executive Director,
Teacher Residency*

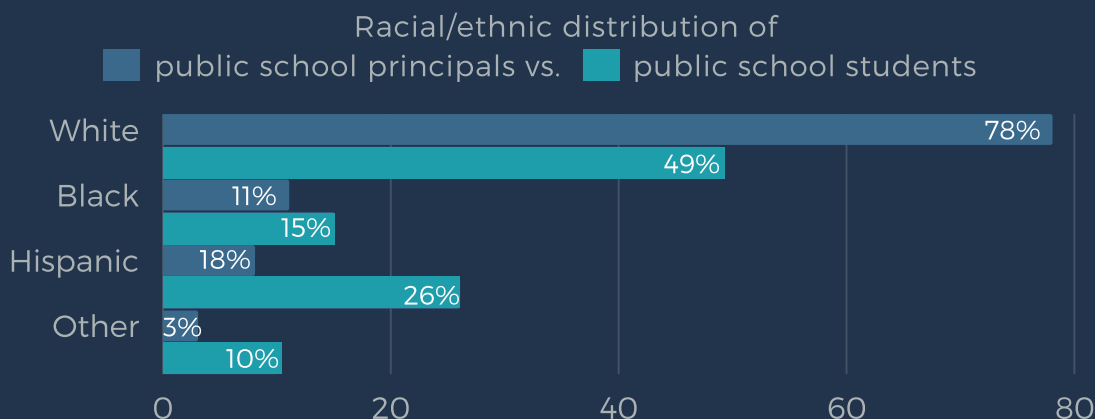
Arlette de la Cruz

*Director of Strategic Growth,
Teacher Residency*

School Leader Certification

The School Leader Certification initiative was founded on the belief that great schools need great leaders.

Nationwide, principals report feeling under-prepared for their role, leading to high principal turnover. Additionally, principals are overwhelmingly white, even as America's schools are increasingly racially diverse.⁶



The School Leader Certification initiative tackles the twin problems of **training** and **retention** while simultaneously developing a diverse pipeline of talent for school leadership roles. In the 2019-20 year, we piloted this program with a selective cohort of 13 Leadership Fellows, leveraging **problem-based learning** (PBL) in coursework and programming. The average Fellow entered our program with 7 years of teaching experience.

⁶ National Center for Education Statistics: [The Condition of Education At a Glance](#)

THE PROBLEM

TRAINING

1 School leaders lack the support and training they need to be effective. In a 2015 survey from the School Superintendents Association, 80% of superintendents said improvement of principal preparation is necessary.⁷ Traditional programs do not sufficiently build the skills principals need, with gaps in mentoring, simulations of real world situations, and instructional leadership training.

RETENTION

2 Annual principal turnover is 18% nationwide and 21% for high-poverty schools.⁸ This means nearly half of new principals leave their schools after three years. What's more, principals are the drivers of teacher retention. Studies from the Learning Policy Institute show that turnover of effective principals can result in higher teacher turnover, poorer student outcomes, and destabilized schools.

DIVERSITY

3 Data from the National Center for Education Statistics reveals roughly 78% of principals are white, despite increasingly diverse students. In addition, two in five white principals report feeling unprepared to support poor and minority students.⁹

OUR SOLUTION

The School Leader Certification initiative overcomes these challenges by:

- **Identifying** promising teachers with a demonstrated interest in enduring careers as school leaders
- **Investing** in their career growth through mentorship and project-based coursework during a year-long, cohort-based training program
- **Equipping** them with the professional network and peer learning and support they need to succeed once on the job

These supports are two-fold. First, Leadership Fellows provides connections to alumni of the program as well as current school leaders across Summit Public Schools. In addition, we create a space for authentic, constructive discourse about the challenges they face in the school leadership setting.

⁷ The School Superintendents Association: [2015 Survey](#)

⁸ National Center for Education Statistics: [Principal Attrition and Mobility 2016-17](#)

⁹ RAND Corporation: [Principal and Teacher Preparation to Support the Needs of Diverse Students](#)

The School Leader Certification Initiative is led by Greg Ponikvar, who began his educator career as a founding history teacher at Summit Everest in 2009, earned **National Board Certification** in 2013, led Summit's Expeditions program across all Summit schools in the Bay Area thereafter, and served as the founding principal at Summit Olympus from 2015 to 2019.

A teacher-turned-school leader himself, Greg understands a common pain point that prevents exceptional teachers from taking school leadership roles: the time and financial cost required to take a year off from one's teaching career, pay for the cost of a formal masters or administrative certification program, and the risk associated with programs that inadequately bridge the gap between coursework and career opportunities.

The School Leader Certification initiative was designed to integrate problem-based learning protocols with strategic decision-making, job-embedded training, and placement opportunities.

To remove the cost barrier, the program is free of charge to Fellows, who bring significant time investment into the program over weekends and between sessions. By making the program accessible for free, more aspiring school leaders have access to an administrative certification.

Upon completion of the program, Fellows are prepared to take their **Administrative Credential Examination**. The benefit of this leadership development pipeline to schools is immediate: partner schools receive more qualified candidates to serve as school leaders, and we are able to foster and develop more diverse leaders who may otherwise be overlooked in a traditional school system.

“ Leadership Fellows has completely changed my professional trajectory. When the opportunity came, earlier than originally planned, to apply for an administration job, it was Fellows that gave me a new found confidence.

I still have so much to learn about being a leader, but Fellows taught me that there is no one way to be a leader. Rather, it is a skill to be learned and practiced. I am grateful for the journey Leadership Fellows has started for me. ”

Mary Beth Thompson
History Teacher, Summit Prep

Incoming Dean of
Culture &
Instruction



Spotlight on Our Leadership Fellows

Laura Ochoa, Summit Tahoma Spanish Teacher and 12th Grade Mentor

“ Idowu Koyenikan once said, “There is immense power when a group of people with similar interests gets together to work toward the same goals.” Leadership fellows has taught me that people aren’t necessarily born leaders, that leadership (more importantly, good leadership) can be learned, practiced, and mastered. I had the opportunity to learn, grow and meet wonderful people in the Summit community who have the passion to make a difference in our school communities.

Within our cohort, my peers encouraged me and challenged me to be better. Fellows came together as a team to work out current trends and issues within our education system through discussions, case studies and collaborative project-based learning experiences. I have grown personally and professionally through attending Leadership Fellows and will continue to use the valuable skills I’ve learned to make an impact within my school community.”



“ I am so thankful that I made the decision to commit to Leadership Fellows this year. The thought-partnership, skills, readings, and perspectives that I have gained throughout this year from other educators has been invaluable.

Each session I was learning new language and ideas to articulate thoughts I had grappled with in the past. I frequently leave with more questions than answers but, at the end of the day, feel truly educated, inspired, and invigorated to try something new back at my school site.”

Mark Rizkallah, Summit K2 Dean of Culture & Instruction



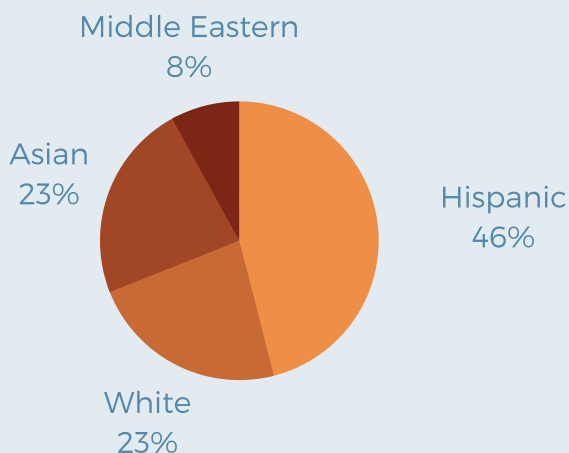
OUR IMPACT

Initial results from our first cohort are exceptionally strong, with **100% of Leadership Fellows** who applied for leadership roles within Summit Public Schools receiving job offers. Additionally, more than **60% of Fellows** served as Cooperating Teachers to residents in our Teacher Residency in SY19-20, supporting the growth and development of the next generation of educators.

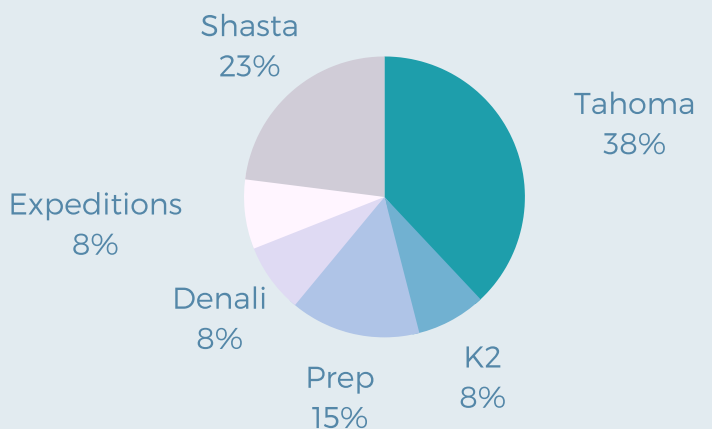
We are excited to report back with on-the-job metrics for our inaugural cohort, and look forward to empowering more educators to make a broader impact across Summit and other organizations they may go on to lead.

COHORT PROFILE

The diversity of our inaugural cohort represents the diversity of our partner schools' student body:



Fellows also come from across the Summit school network:



LOOKING AHEAD

Great schools must invest in their talent and leadership pipelines. The School Leader Certification initiative models this belief by leveraging our experience at Summit Public Schools to share back with school leaders and teachers beyond our network.

In the 2020-21 school year, we will continue building high-quality, problem-based learning (PBL) curriculum for school leaders. As part of summer planning, we engaged approximately 70 leaders at Summit Public Schools in a virtual year kickoff to build on their knowledge, skills, and habits for the school year. This professional development kickoff included grappling with challenges they will face in a virtual environment coming back to school this Fall, in addition to issues of diversity, equity, and inclusion in school environments.

This Fall, Leadership Fellows plans to induct its second cohort, with soft recruiting for high-promise leadership candidates already underway. We expect to welcome roughly 25 Leadership Fellows, nearly doubling our class from our inaugural year. We are also opening up to leaders beyond the Summit network, with Fellows coming from Washington state, Denver, and across the Bay Area.

CONTACT

Greg Ponikvar

*Founding Executive Director,
School Leader Certification*



Continuous Improvement

Our Continuous Improvement initiative serves ten national charter school networks dedicated to making dramatic gains for Black, Latinx, and low-income students with disabilities.

Alongside technical assistance providers **SWIFT Education Center** at the University of Kansas, **NIRN** at the University of North Carolina at Chapel Hill, **RTI International**, and **SRI International**, our goal is to improve the way our education system serves students with disabilities, and to bring these solutions back to school systems everywhere. The pilot community is made up of 10 charter management organizations (CMOs) that collectively serve more than **75,000 students** around the country.



THE PROBLEM

Public schools across America struggle to meet the diverse needs of students, particularly those positioned furthest from opportunity. When marginalization based on race and economic status intersects with disability status, school systems have additional challenges and opportunities to promote social belonging, increase access to college and career-ready curricula, and provide support for all students to obtain a high school diploma and pursue their dreams.

Nationwide, students with disabilities represent 13.7% of all enrolled students — totaling almost 7 million students in the 2017-18 school year.¹⁰ As a continuous improvement network, we have the opportunity to change the story for our students by defining common goals, sharing best practices, and scaling solutions that meet their needs.

OUR SOLUTION

Launched in January 2020, our Networked Improvement Community (NIC) for Students with Disabilities builds on Summit's multi-year history of continuous improvement. In 2016-17, Summit Public Schools halved the achievement gap between English Language Learners and non-English learners. In 2017-18, Summit expanded the work to include all students struggling with literacy and numeracy. And in 2018-19, Summit worked intensively across the network to make dramatic gains for our students with disabilities.

Marshall's approach is centered on the principle of **targeted universalism**, to focus on the needs of particular groups of students for the benefits of all. Persistent structural challenges hinder progress for students with disabilities. Meaningful change is needed at the *systems* level. We cannot rely on the ingenuity and problem-solving of individual educators to find success for all students. Instead, we must ensure an aligned system of support.

“ Thanks for sharing these resources. They are great!

This will be really helpful to us in planning our co-teaching PD [professional development] scope and sequence, as well as our coaching plan for the next school year.

”
Mary Maher
 SPED Coordinator, STEM Prep

¹⁰ U.S. Department of Education, EDFacts Data Warehouse (EDW): [“IDEA Part B Child Count and Educational Environments Collection,” 2017-2018](#)

In early March 2020 with the onset of the COVID-19 pandemic, we noticed that students furthest from opportunity were disproportionately hurt by the crisis. For example, while school closures interrupt instructional continuity for all learners, they represent an especially salient risk for students with disabilities who need to continue engaging in their support services. Providers of such support services needed to adapt quickly to a virtual environment and were not uniformly equipped to do so.

To reduce the inequities that were exacerbated during the crisis, the Continuous Improvement team deepened our engagement with school partners to respond to their expressed needs.

COVID RESPONSE

In the early days of COVID-19, we created an educator toolkit to better serve students with disabilities, with guidance on virtual **accessibility**, **accommodations**, **engagement**, and **more...**

These resources are available for all educators and parents to implement at www.marshall.org/covid/

...covering accommodations:



engagement:



accessibility:



summer planning:



...together receiving **5,000 downloads** in the Spring and Summer of 2020.

These resources drew **10,000 visitors** from **1,000 cities and regions** around the country.

To provide immediate, rapid-response support, we responded to our school partners' top needs during school closures with a variety of resources including:

- Guidelines for creating **accessible virtual learning environments** to ensure high-quality remote service delivery for students with disabilities
- Tips for setting up **virtual accommodations and modifications** to increase accessibility
- Guidance on holding **virtual IEP meetings** to bolster at-home engagement and virtual student supports
- Options for **end-of-year grading** and methods to implement **progress monitoring** towards IEP goals to remain IDEA-compliant during this time

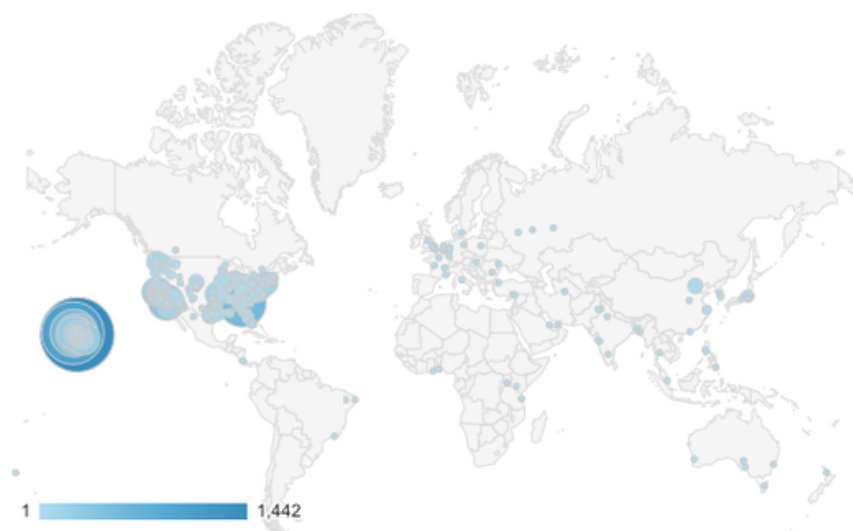
For school leaders, we leveraged Summit Public Schools' experience and shared best practices for access to **connectivity and distribution of technology**. As our school partners transitioned to summer planning, we provided guidance on **back-to-school transitions** for students with disabilities and strategies to address **socio-emotional learning and well-being** in the Fall.

OUR IMPACT

In the immediate aftermath of COVID-19 school closures, our two dozen practitioner resources garnered over 1,000 downloads from educators across the country within the first 90 days of publication. Over the summer planning period, **over 10,000 visitors from 1,000 cities and regions** around the United States (and abroad!) flocked to these resources to inform back-to-school planning.

As schools around the country begin the new academic year, our special education resources have been downloaded **more than 5,000 times** since they were developed in the Spring — with our Virtual Accommodations & Modifications guide receiving 1,000 registered downloads alone. These resources have been adapted for system-wide professional development, with our highest usage coming from Hawaii's statewide school district (the darkest concentric circles on the map).

COVID resources visitor map





Across the network, school partners find creative solutions to distance learning in the Spring. From left to right: **Ednovate** (Los Angeles), **Summit** (Bay Area), **Mastery** (New Jersey)

Our COVID educator guidance continues to be featured by peer organizations engaged in this work, including the **Chan-Zuckerberg Initiative** and the **Educating All Learners Alliance**, a non-partisan network of organizations committed to the success of diverse learners.

In the Summer of 2020, we created "revised plan" programming to address each partner school's unique challenges and opportunities in the COVID-19 context and work to dismantle the systemic inequities our Black, Latinx, and low-income students with disabilities face. Racial justice is core to our work in the pilot community; without it, we cannot make dramatic gains for Black, Latinx, and low-income students with disabilities. Several school partners have begun to explicitly integrate racial justice and trauma-informed care into their plans to reflect the needs of their students and their communities as they transition back to school in the Fall.

“ We shared the Student Engagement doc with principals and special education teachers. Three schools will be putting Social-Emotional Learning (SEL) in place. The SEL doc was really helpful in working through that. ”

Marianne Sammons
Senior Director of Student Services,
STRIVE Prep



Systems mapping with the **Noble Schools** (Chicago) improvement team during site visits in early 2020, which were halted by the COVID-19 pandemic

LOOKING AHEAD

Recognizing that a revised approach would be necessary to effectively support our school partners in the COVID context, the network has designated 2020-21 as a "planning year". Virtual collaboration opportunities will continue throughout the year, including biweekly coaching calls, data tool development, and personalized supports. These responsive supports ensure that all focal school sites and improvement teams will be ready to implement formal tools of improvement by Fall 2021, while organically developing the capacity for improvement science in the 2020-21 year.

We believe deeply in the power of this network to collectively enact bold changes, share lessons learned, and grow together. Thus, we have structured the upcoming three-year experience to harness the power of the network through semesterly convenings, cross-network collaboration opportunities, and virtual "spotlights" across the network. Working together in our pilot community and across the education field, we can ensure students with disabilities have multiple layers of support no matter where they find themselves: in normal times, in times of crisis, and in the world we choose to build after COVID-19.

BY THE NUMBERS



10

Number of **school partners** in the Networked Improvement Community (NIC) for students with disabilities

20

Number of **focal school sites** for SY20-21

1,000+

Downloads of our **COVID practitioner resources** within 90 days of school closure

75,000

Number of **students** collectively served by school partners

CONTACT

Kyle Moyer

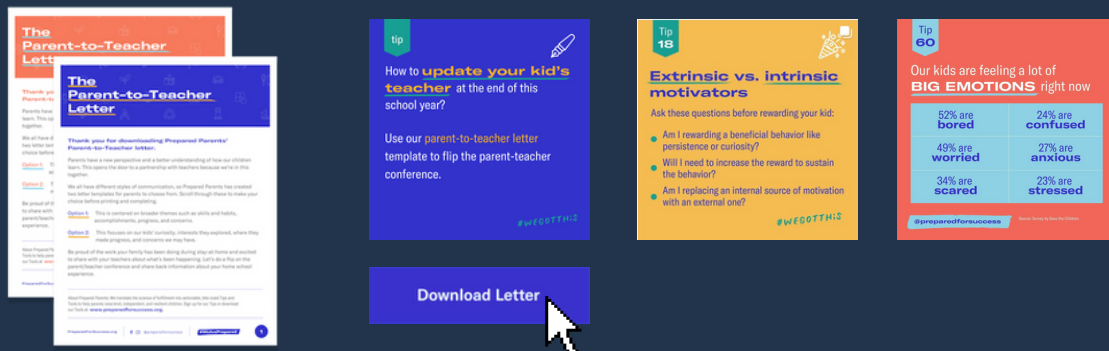
Director of Continuous Improvement

Prepared Parents

Prepared Parents engages parents, guardians, and caregivers as partners in the learning of their children.

Promising changes in education will not scale at schools across the country unless *all* families believe that their children will benefit. We offer families research-based tips and tools that support success at home and give parents and guardians the confidence to champion change at school.

This initiative is unique for its **reach**, engaging an audience often overlooked by education reform, and **practicality**, investing in high-quality content for parents such as digital tools, tips, stories, and checklists.



In the 2019-20 year, Prepared Parents launched to significant demand and built a digital community of **12,000 strong** within nine months, including 4,600 newsletter subscribers, 5,500 Facebook fans, and 2,700 Instagram followers. Prepared Parents is creating a powerful network to support new education models that prepare all children to lead fulfilled lives — at home, at school, and in their communities.

THE PROBLEM

In the Spring of 2019, we conducted market research with a nationally representative group of 1,200 diverse parents.¹¹ Like many studies before us, we found that parents hold high expectations for their children to attend college, an aspiration consistent across all socio-economic classes.

But beyond college attainment, parents hold surprisingly broad definitions of success. Whether it is their child's own emotional health and happiness – or, relatedly, the way their child treats others – parents ultimately want to raise good people who are happy and fulfilled in their lives. Parents strongly believe it is their duty to empower their children to think for themselves, problem-solve, and ultimately function as a contributing member of society, by being curious, kind, and empathetic. And although financial stability is something parents wish for their children, wealth is not a defining factor in how parents see success.

What parents want for their children...



Happy



Kind



Independent



Curious

- 75%** of parents worry at least some about their child's emotional health and happiness
- 73%** of parents agree their biggest priority as a parent is for their child to be happy
- 72%** of parents worry at least some about their child's ability to cope and reduce stress
- 64%** of parents agree that fun is the top priority for their child's extracurricular activities

Thinking about your child's future, how do you define success?
(*"Most important" component of success*)



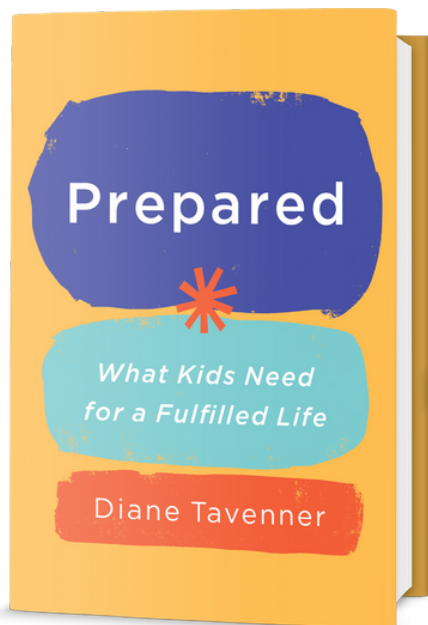
These findings cut across demographics, geography, income, and education levels. *All* parents care deeply about the emotional health and well-being of their children, believing in both academic success and personal fulfillment.

¹¹ Prepared Parents: 2019 Market Research

At the same time, parents reported experiencing a profound disconnect between their personal vision for their children's success and what our culture is messaging to us: straight A's, high test scores, admission to an elite college — beginning as early as getting into the 'right' preschool. These messages underscore competition, scarcity, and a zero-sum game in which one child's success is the loss of another's.

The **parenting arms race** has created a deeply inequitable, winner-takes-all environment, where the wealthiest families can expend the most resources to provide a leg up for their children. According to the New York Times, the wealthiest Americans have dramatically increased spending on their children, including education, childcare and children's goods over the last 30 years. Parents have been thrown into a vicious parenting cycle that is exacerbating inequality and widening the opportunity gap for everyone.

OUR SOLUTION



Beginning with the release of Summit cofounder and CEO Diane Tavenner's *Prepared: What Kids Need for a Fulfilled Life* in September 2019, we launched an initiative to empower families around the nation who want to engage in a constructive dialogue, 'opt out' of the parenting race, and lead the paradigm shift to raise kind, independent, and resilient kids.

Led by founding Executive Director Mira Browne, Prepared Parents translates the science of fulfillment into actionable, bite-sized tips and tools.

Prepared was written to share the history of Summit Public Schools and our forward-thinking school model directly with parents who wanted to implement research-based tools and techniques in their everyday parenting. Prepared Parents harnesses the national conversation sparked by *Prepared* and brings the dialogue to a broader audience of families who have aligned parenting values, but may or may not read parenting books.

Prepared was recommended by Bill Gates as one of his top books of 2019, named a bestseller by Amazon and the *Los Angeles Times* and featured in ABC's *Good Morning America*, *The Washington Post*, *TIME*, *Forbes* and *Fast Company*.

In our inaugural year, we shared our research-based tools and techniques with parents through:

- **Email.** Our weekly newsletter allows us to share detailed activities and the science behind them with our 4,600+ engaged subscribers, growing 19% month over month.
- **Partnerships and Speaking Engagements.** We leverage the audience and shared vision of peer organizations such as the National Parents Union to reach more parents.
- **#WeArePrepared Stories.** Our stories feature the voices of diverse parents around the country, who come together to listen, learn, and celebrate.
- **Social.** Social media helps us meet families where they are, anytime of the day. Through visual stories, bite-sized tips, and topical memes, our social accounts bring core principles to life for our 8,200+ active followers across Facebook and Instagram.

“ You do profound work every day--but at this critical moment in American history--PREPARED PARENTS is just right, just in time, just amazing.

I have been an educator since 1976... You have no idea how far the concentric circles of your impact are rippling right now. I consider you heroes.

Melanie M. Wightman
Director of Teaching & Learning,
Fairview Park City Schools
Fairview, OH

OUR IMPACT

In early March 2020, as schools closed for COVID-19 and circumstances changed drastically for families, our audience entered a new reality. Previously, contemporary culture created an artificial separation between schooling and parenting. Suddenly, educators and families faced a whole new set of challenges, as parents became teachers and school merged with home. Yet both activities serve a shared purpose: to raise fulfilled children who can succeed academically, socially, and emotionally.

During this time, families heightened their demand for Prepared Parents' work, including tools to build confidence in their decisions, knowledge that they were not alone, assurance of good parenting and caregiving, and practical things they could do with their kids in the moment, when they needed it most. Simultaneously, educators relied more than ever on the self-direction and resiliency of students, who were thrust abruptly into the remote learning environment.

PREPARED PARENTS

Parents, guardians, and caretakers were asking about education-focused needs, but over the weeks, their questions evolved to deeper needs around coping strategies, critical life conversations, and social-emotional learning. We provided more than 60 daily tips and a collection of resources and activities for parents to foster the critical habits and skills that lead to success in school and in life: setting goals, curiosity, critical thinking, self-direction, reflection, collaboration, resilience, self-awareness, empathy, a sense of purpose and identity, executive functioning skills like staying organized, planning for the future, and juggling multiple priorities at once.

We partnered with the **National Parents Union** (NPU) to share tips through daily Facebook Live broadcasts and reached a broader network of parents. With more than **100 organizations in 50 states**, NPU gave us an engaged audience of nearly one million parents in diverse communities across the country.

“Parents must be at the center of any conversation about what our kids need for the future. Too often, support from schools and organizations is laden with jargon, or quite frankly, condescending. I can't think of another organization that reaches all parents with straightforward guidance, practical tips and resources that they can incorporate into everyday life. Prepared Parents is an invaluable part of our growing parent-powered movement to make sure our kids are prepared for success in life.”

Keri Rodrigues
Cofounder & Founding Parent,
National Parents Union

As we conclude Prepared Parents' inaugural year, we are proud of the engaged **following of 12,000 parents nationwide**. While COVID-19 presents an acute case for the importance of family and at-home student support, the arc of shifting parenting challenges does not stop with the pandemic.

BY THE NUMBERS

1 million

Parents reached
in partnership with the
National Parents Union

1,500

Downloads of our digital tools
within 60 days of release

...from schools and districts:

Adams Montessori School	Kent Independent School District
Augusta County Public Schools	Los Angeles Unified School District
Best in Class Education	Mansfield Public Schools
Butte County Office of Education	Medford Township Public Schools
CDI Head Start MS TX Brownsville	Olentangy Local Schools
Charlotte-Mecklenburg Schools	Orenda Education
Chatham County Schools	Pasadena School District
Chesterfield County	Pat-Med Schools
Clinton Unit School District 15	Paterson Public Schools
Community Day School	Pequea Valley School District
County of Monterey	Perris Union High School District
Deer Lakes School District	Pflugerville School District
Eastern Illinois Area of Special Ed	Pine Hill Schools
Esprit International School	PowerSchool
ETUSchool	Rockland Public Schools
Fairview Park City Schools	Roseland School District
Fairview Park City Schools	Saint Cecilia School
Fort Zumwalt School District	Salem-Keizer Public Schools
Fremont Unified School District	School Development Support Agency
Frontier School Division	Solomon Schechter Day School
Hagerman Municipal School	Spectrum Academy
Henry County School Board	St Paul Lutheran Christian School
Hopland Elementary School	Stuart Pepper Middle School
	Summit Public Schools
	Traverse Bay Area School District
	Trinity Christian School
	Waukegan Public Schools
	Westchester Day School
	Weymouth Public Schools

businesses:

BNP Paribas
Cerner
Cloudspace
CTE Logistics
Health Crawford
Lake Tahoe Paradise Spa
Pro Scientific
Softbank Japan

community groups:

Austin Child Guidance Center
Boys Club of Pharr
FedCap Rehabilitation
Friends of the Children LA
GreatSchools
National Urban League
New River Community Action
World Vision Australia

universities:

Colorado State University
Harvard University
Roger Williams University
Stony Brook University
University of Michigan

...and more across

38 countries

LOOKING AHEAD

Today, families are more engaged in their children's education than ever before, and they are open to new approaches to learning. A survey by the National Parents Union found that **61% of parents** agree that "schools should be focused on rethinking how we educate students, coming up with new ways to teach children moving forward as a result of the COVID-19 crisis."

Cultivating successful habits and skills in children will continue to be important to parents. To this end, Prepared Parents is committed to equipping parents with practical, actionable tips and activities they can use at home with their children.

In the Fall, Prepared Parents will be launching **Unboxed**, a product offering that equips families, caregivers, community-based organizations, and schools with a set of free, high-quality, and research-based resources that enable virtual learning and feel empowering, engaging, and seamless for young people. By giving families the tools to support success at home—and creating a community of like-minded parents across the country—we can build a powerful network to support new education models that prepare all children to lead fulfilled lives.

CONTACT

Mira Browne

*Founding Executive Director,
Prepared Parents*

Parneet Gosal

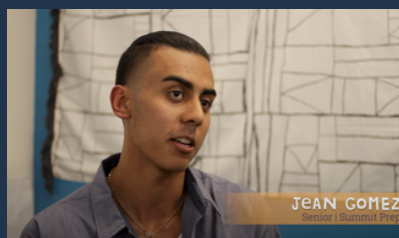
*Head of Growth & Community,
Prepared Parents*



Postsecondary Pathways

Postsecondary Pathways supports purposeful transitions from K-12 to meaningful college and work.

Summit Public Schools delivers robust, research-driven programming around three of four commencement-level outcomes: Cognitive Skills, Content Knowledge, and Habits of Success. Marshall's Postsecondary Pathways initiative exists to better advance students toward Summit's fourth outcome, **Concrete Next Step**.



Oral Defenses and **Personal Advisory Boards** at Summit represent a new form of assessment that expand students' horizons and build a sense of purpose—which help students maintain motivation in their next step after graduation.

In the 2019-20 year, we developed several other structural solutions, including direct support to **250+ Summit alumni**, 11 contextualized asset maps that provide **clear pathways to career exploration**, and early **assessment development** in collaboration with state Departments of Education across the country.

THE PROBLEM

Postsecondary Pathways builds on multi-year work at Summit to build students' sense of purpose, which is critical in guiding students to and beyond graduation. Between 2017-2019, we launched a “Life After High School” class in which students conducted **Oral Defenses** and engaged with **Personal Advisory Boards** to make stronger postsecondary decisions. Over 200 Oral Defenses were conducted, and our research showed positive gains for students through this new course offering. We also led a research initiative to better understand students' needs and barriers in charting their course after high school. After intensive data analysis, student and alumni interviews, and journey-mapping, we published “**Clearing the Path**”, a national guidepost for program development that supports students' transitions towards a purposeful concrete next step.

Through our “Clearing the Path” research, we recognized a troubling pattern: Many of our alumni attend **California State Universities** (CSUs), which have an average six-year graduation rate of roughly 55%. We learned that the CSU system is not reliably supporting our students, who cannot afford to assume debt without credit and, ultimately, without a diploma. Further, students lacked a “Plan B” or a promising alternative to attending a CSU or community college. Led by Amy Sandoz who spearheaded Marshall's innovative Concrete Next Step research and development, the Postsecondary Pathways initiative was founded to equip students to navigate the postsecondary landscape and provide affordable alternatives to four-year college.



Our white paper, released Summer 2019, outlines key needs students have in making their decisions about life after high school — and offers recommendations to school operators on how to better support those student needs.

OUR SOLUTION

Postsecondary Pathways helps K-12 graduates transition to meaningful, high-quality opportunities after high school. We achieve this by creating clear opportunities for students to engage in career exploration, including the attainment of relevant work experience, transferable degrees/certificates, social capital, and professional skills.

Example of a career pathway on **facilitates management** in our Bay Area Career Maps, which includes tips for getting started, evaluating training options, and creating a comprehensive career plan

Do you like to help people? Do you want a job with lots of variety? Are you interested in psychology, the environment, building design, solving problems, and how people interact with the spaces where they live, work, and study? If so, check out the facilities management career field!

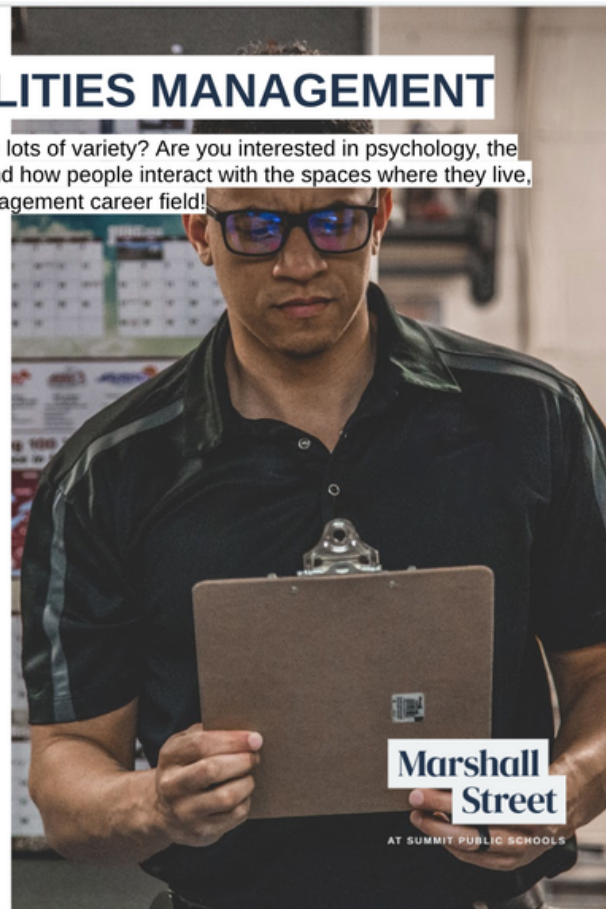
Psychology, architecture, building design, environmental sciences, finance/accounting/business, project management

Active job, lots of variety, problem solving, working on a team, flexible schedule, opportunity to travel

Helping others, build/fix/repair, helping the environment

Technology, healthcare/hospitals, hospitality/hotels, schools

Cushman & Wakefield, CBRE, Google, Facebook, Oracle, power plants, apartment buildings, college campuses

[illegible][illegible]

JOBS MAP: FACILITIES MANAGEMENT

Use this map to explore jobs in the field of facilities management and decide which might be the best fit for you based on the cost of training and resulting salaries.

Legend:

- Requiring certificate, or equivalent
- Requiring an associate's degree
- Requiring a bachelor's degree
- Requires a license or permit
- Requires a license or permit (after 2 years)

Salary Ranges (per year):

- \$5: \$10.00 to \$19.99 per year
- \$10: \$20.00 to \$29.99 per year
- \$15: \$30.00 to \$39.99 per year
- \$20: \$40.00 to \$49.99 per year

```

graph TD
    subgraph TopRow [ ]
        direction LR
        OA[OPERATIONS ASSISTANT  
$5]
        MA[Maintenance Assistant  
$5]
        CA[CUSTOMER ASSISTANT  
$5]
    end

    OA --> CM[Facilities Coordinator / Assistant  
$10  
$5-$15]
    MA --> PM[Property Manager  
$15  
$10-$15]
    CA --> EA[Energy Auditor  
$15  
$10-$15]

    CM --> DM[Director of Facilities  
$20  
$15-$20]
    PM --> DM
    EA --> DM

    CM --> RM[Director of Real Estate  
$20  
$15-$20]
    PM --> RM
    EA --> RM

    DM --> FLM[VP of Facilities Management  
$25  
$20-$25]
    RM --> FLM
  
```

FACILITIES COORDINATOR / ASSISTANT
\$10
\$5-\$15

PROPERTY MANAGER
\$15
\$10-\$15

ENERGY AUDITOR
\$15
\$10-\$15

DIRECTOR OF FACILITIES
\$20
\$15-\$20

DIRECTOR OF REAL ESTATE
\$20
\$15-\$20

VP OF FACILITIES MANAGEMENT
\$25
\$20-\$25

San Francisco Bay Area of 2020 and rising change.

We also invested in improving our approach to assessment in **Concrete Next Step** programming at Summit schools. While we provide strong “end of high school” assessment mechanisms through Personal Advisory Boards and Oral Defenses, we saw an untapped opportunity to bolster supports to students along the way. In particular, students gain tremendous value from our internship program, building work experience, social capital, and relevant skills. We believe students could be even better supported with an enhanced internship program, guided by a strong assessment of the internship learning environment against intended student outcomes.

BY THE NUMBERS

Community Asset Maps

11

Number of **high-quality career pathways** built to support student exploration in their next step after high school

8

Number of career pathways that pay well and **do not require a traditional four-year college degree**

DENTISTRY

EDUCATION

SALES

SOFTWARE ENGINEERING

CYBERSECURITY

HEALTHCARE

FACILITIES MANAGEMENT

CONSTRUCTION

...AND MORE.

With a diverse multi-stakeholder team, we launched a collaboration with **College Track** and **Education First** to explore how we might improve our internship assessment and delivery. We look forward to augmenting Summit’s Concrete Next Step programming with the tools and lessons learned from this effort.

While advancing our core initiative work, we also remained attuned to the needs of our Summit alumni in this challenging year. In early March 2020, as the pandemic hit nationwide, Postsecondary Pathways heard an acute need from recent alumni as they navigated unexpected school closures, job loss, and unprecedented uncertainty in pursuit of their postsecondary goals.

In response, we launched the Summit Alumni COVID Support Network, in which we guided Summit alumni through 8+ weeks of COVID support. Daily content included “Money Mondays”, “Career Tuesdays” and “Wellness Wednesdays”, focused on cultivating the skills, habits, knowledge, and well-being for career and financial success. In partnership with personal finance professionals at the **San Mateo Credit Union**, we also provided suggestions for replacement income, cash flow management, loan payments, credit scores, and managing money in a time of uncertainty.

Within the first 60 days, more than **250 alumni** from the classes of 2017, 2018, and 2019 joined the COVID support network, representing six Summit high schools stretching from San Jose to Seattle.

Together, we shared resources on navigating careers and college while building community and reconnecting with old friends and classmates. Many volunteered their help via virtual tutoring, food delivery assistance, serving as accountability buddies for one another, and joining our “phone-a-friend” volunteer corps.

Throughout the duration of our COVID support programming, much in the world changed. Not only were we as a community continuing to navigate a global pandemic, we continue to navigate historic unemployment while fighting for racial justice. To continue to navigate so much, the group transitioned to a permanent digital home for our alumni, becoming the **Summit Alumni Network**.





CONTACT

Amy Sandoz
Director of Diploma

1

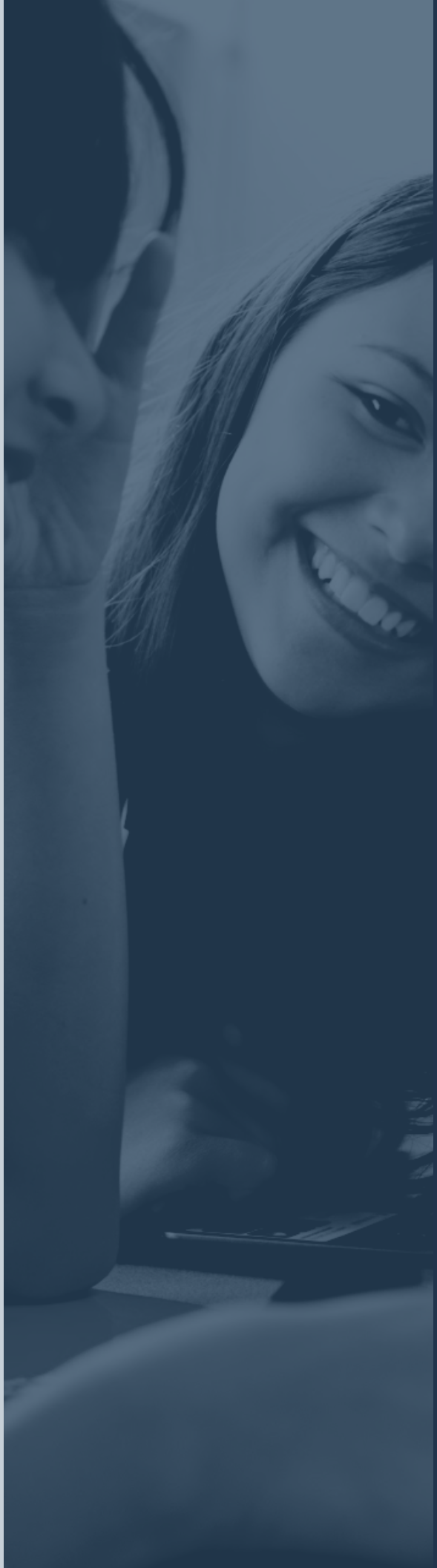
Alignment enables adaptability

In moments of unexpected crisis, principled adaptations to our work were only possible because of deep alignment and team orientation towards the mission of each of our initiatives.

- ▶ Our **Teacher Residency** offered uninterrupted service to Residents and Cooperating Teachers throughout the year.
- ▶ The **Continuous Improvement** team returned from site visits and pivoted to offer high-quality virtual resources to partners and the field within one week's time.
- ▶ **Prepared Parents** partnered with the National Parents Union to support 1 million parents and caregivers every week.
- ▶ **Postsecondary Pathways** created a Summit Alumni Network to respond to the needs of alumni.

Each of these efforts are the direct result of investments in our team, capacity, and trust-building. To borrow from the language of school improvement, we must go slow to go fast.

MARSHALL YEAR 1



2 Equity is the core of our work

► The **School Leader Certification** initiative focused project-based professional development for all Summit administrators on site-based issues of diversity, equity, and inclusion while building the only free, high-quality preparation materials available for California's aspiring principals.

► The **Continuous Improvement** team's 10-CMO focus uses the philosophy of targeted universalism to partner with educators nationally in order to make dramatic gains for Black, Latinx, and low-income students with disabilities.

► The **Teacher Residency** continues to enroll increasingly diverse cohorts (64% people of color; 49% men) into the field, while building their capacities as anti-racist teacher educators in dedicated team professional development.

► **Postsecondary Pathways** mapped ten diverse, in-demand careers in the Bay Area to provide Summit students and other young people in our communities with access to family-sustaining, upwardly mobile careers.

Across all impact areas, our work is guided by the belief that equity must be at the core of public education.

3

Build bridges where there are chasms

► **Prepared Parents** continues to engage families and caregivers who have traditionally been detractors of equity-driven education reform, finding commonality across lines of difference.

► By being the first school-led pre-service teacher education program in California, the **Teacher Residency** has defined a new, more inclusive and excellent model for education by working in new ways with universities and state agencies.

► The **School Leader Certification** initiative has built bridges to school leadership with programs spanning Leadership Fellows to Summit faculty professional development, and is expanding to ensure that every site-based employee has a Personalized Learning Plan and professional goal trajectory.

► The **Continuous Improvement** team not only brings together diverse CMOs, and individuals within and across those CMOs, but also a host of four different technical assistance organizations through a new collaboration model—one we hope can become the norm as foundations construct networks to support school improvement.

These highlights are merely a sampling of the work that has been, and continues to be, done across Marshall Street in the service of students, educators, and families. To advance this mission, we collaborate with a diversity of organizations that aim to do the same.

**Thank You to
Our Partners**

Alder Graduate School of
Education

BELE Network

Carnegie Foundation

Chan-Zuckerberg
Initiative¹²

Character Lab

Education First

Educating All Learners
Alliance

HTH Graduate School of
Education

Learning Policy Institute

National Parents Union

National Implementation
Research Network (NIRN)

Populace

RTI International

SRI International

SCALE

SWIFT Education Center

¹² COVID-19 resource partner

Meet the Year 1 Team 2019 - 2020

We are educators dedicated to the success of all students. Together, we are building a world in which every student is equipped to live a life defined by purpose, financial independence, community, strong relationships, health, and fulfillment.

MARSHALL STREET



Adam Carter
EXECUTIVE DIRECTOR



Megha Kansra
DIRECTOR,
STRATEGY & OPERATIONS



Heather Piccotto
EXECUTIVE ASSISTANT,
SPECIAL PROJECTS



Daria Zhao
MANAGER,
CONTENT MARKETING

TEACHER RESIDENCY



Pamela Lamcke
EXECUTIVE DIRECTOR



Molly Posner LaMont
DIRECTOR, BAY AREA



Arlette de la Cruz
DIRECTOR,
STRATEGIC GROWTH



Kelly Smith
MANAGER,
RECRUITMENT

“

I make it my goal to find people who are passionate about making significant changes in education in the same way I do. It fuels me.

”

Kelly Smith
Manager of Recruitment



Grace Jackson
MENTOR



Emily Richey
MENTOR

SCHOOL LEADER CERTIFICATION



Greg Ponikvar
EXECUTIVE DIRECTOR



Amy Sandoz
DIRECTOR

POSTSECONDARY PATHWAYS

OUR PEOPLE

CONTINUOUS IMPROVEMENT



Kyle Moyer
DIRECTOR



Marco Castaneda
IMPROVEMENT ADVISOR



Paula Espinoza
IMPROVEMENT ADVISOR



Stephanie Lassalle
IMPROVEMENT ADVISOR



Giovanna Santimauro
IMPROVEMENT ADVISOR

“ No one org has the answers. We can do more for our students together. It's a harder path, but it's the right one. ”

Stephanie Lassalle
Improvement Advisor

PREPARED PARENTS



Mira Browne
EXECUTIVE DIRECTOR



Parneet Gosal 
DIRECTOR,
GROWTH & COMMUNITY



Erica Swallow 
CONTENT STRATEGIST



Susan Yem 
CONTENT STRATEGIST

DEVELOPMENT AT SUMMIT PUBLIC SCHOOLS



Wilita Sanguma
DIRECTOR OF DEVELOPMENT



Cat Uong
MANAGER, DEVELOPMENT
& PARTNERSHIPS

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Adam Black

Eliza Chang

Janice Chavez

Cady Ching

Dustin Dacuan

Heidi Goger

Humberto Gutierrez

Caitlyn Herman

Sharon Johnson

Josh Lotstein

Erik Luebbers

Joyce Montgomery

Laura Ochoa

Mark Rizkallah

Alma Rosas

Diane Tavenner

Mary Beth Thompson

Jimmy Zuniga

 Denotes contract team member





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AT SUMMIT PUBLIC SCHOOLS