Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Summit Public School: Everest		
Contact Name and Title	Christopher Lewine, Executive Director	Email and Phone	clewine@summitps.org

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Everest's mission is to serve a diverse student population. Our 400 students in grades 9 through 12 represent the range of students in the Sequoia Union High School District, matching its racial, socioeconomic, and linguistic diversity. Some of our students come to us having made accelerated progress in middle school, while others come several grade levels behind in reading, math, and other indicators of high school readiness.

Everest serves our population by setting high expectations for students' academics and character and matching those high expectations with a high level of support. All of our students exceed the UC A-G requirements and take at least 6 AP classes, and over our history, 99% have been accepted to at least one four-year college. Classes are focused on deep, authentic, project-based learning facilitated by a teacher. Students set personalized goals that help them find relevance in the curriculum and develop habits of self-directed learning. Each student is supported by a faculty mentor who leads their mentor group. The mentor has a 1:1 check-in with every student every week, and has daily check-ins with the group in order to build community and a sense of belonging.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Summit Public Schools: Everest will continue its focus on personalized learning. This year's LCAP includes increased targeted supports for low-income, English Language Learners and Special Populations. Some of the main highlights are the revamped literacy and math intervention courses which will include updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Additionally, teachers will receive targeted professional development and coaching with a focus on English Language Learners and Special Populations from our Director of Continuous Improvement. A College-Readiness Manager has been added to the team to support students who will be the first in their family to attend college. Finally, a Director of Community Engagement will join the school community to cultivate and develop parent support and leadership and build family engagement in our schools in order to increase awareness and education related to supporting students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Over the past four years, we have enhanced our school model to better prepare our students for success in college, career, and life. We have developed and implemented the Summit Personalized Program, which ensures that all students have a personalized pathway towards learning content knowledge, improving cognitive skills, developing Habits of Success, and pursuing passions through expeditionary learning. We have developed a competency-based program that uses technology to allow students to learn content knowledge at their own pace, and spend class time with teachers on developing enduring cognitive skills (critical thinking skills). Each student receives 1:1 coaching on setting goals and creating/executing action plans to achieve those goals. We have also made improvements in supporting our ELL population with accelerated literacy development through our Summit Reads course.

This past year, Everest significantly improved its performance on the CAASPP. We increased our English pass rates by 20 points, from 63% to 83%, and increased our Math pass rates by 17 points, from 29% to 46%. This growth was mirrored for our subgroups. For example, comparing 2016 to 2015, socioeconomically disadvantaged students scored 10 points higher in math and 34 points higher in English. We achieved this increase by improving our curriculum, by investing time and energy into teacher professional development and coaching, and by improving the quality of our math and reading intervention programs. We plan to maintain this performance by continuing these improvements, and will build on our success by continuing to focus on math achievement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Thankfully Everest was "green" for all overall metrics. We were "orange" for some subgroups, which is addressed below.

While we perform well overall, we still believe that we can improve in our math academic performance, in our attendance data, and in our service for English Learner students.

With regards to math, we have made significant and systematic adjustments to our curriculum to focus on the mathematical conceptual understandings most important for performance on tests of college readiness. We believe that aligning our assessments and curriculum more closely with the way that our students' understanding will be measured is key to setting them up for success.

With regards to attendance, we are adjusting our attendance and truancy policies to encourage more students to be in class more of the time and to have clearer consequences for missing large amounts of school. We have increased our site-based operations capacity in order to help us implement these systems.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

While we were "green" for all students' suspension rate, Everest was in the "Orange" performance category for students with disabilities and white students. Partially in response to this performance, Everest hired two teachers in 2016-2017 dedicated to building "Habits, Culture, and Community" by developing curriculum, teaching an "HCC" class to every student every week, contributing to our restorative justice practices, and growing our student culture initiatives like clubs and athletics. In 2017-2018, we will build on what we learned through these teachers and empower mentors to continue this work with their mentor groups taking advantage of a much smaller student:teacher ratio. In addition, our Education Specialists have been engaging in professional development related to behavior management of students in their caseload.

While we were "green" for all students' graduation rate, Everest was also in the "Orange" performance category for Hispanic students and socioeconomically disadvantaged students. In response, we are improving our early detection and intervention systems in order to target academic gaps as early as possible. We continue to partner with community organizations to provide mental health and social welfare support when needed. Finally we continue to improve our outreach to all families by

building our bilingual text and phone communication system, devoting more resources towards translation of written and verbal communications, and supporting mentors to communicate and partner actively with families.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Some of our low-income and English Learner students are disproportionately affected by minor disciplinary infractions. We believe that this stems from a lack of buy-in and belonging to our school, in addition to a lack of effectiveness of our disciplinary and restorative processes. In response, we are taking two major actions to improve the student culture at our school, which we believe will ultimately lead to an improved environment and educational outcomes for all of our students and especially those who face disadvantage:

- We are adding the position of "Dean of Students" in the 2017-2018 school year. This additional faculty member will improve the quality of our proactive culture-building practices like clubs and athletics, will help execute efficient responses to minor disciplinary infractions, and will lead thorough and effective interventions for students who are not meeting our behavioral and cultural expectations.
- We are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to build relationships and preempt minor disciplinary infractions. By improving the structure, programming, and support for their work we believe that will have the greatest benefit on the students who do not feel connected to school at this time.

Additionally, we are revamping our literacy and math intervention courses which will include updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Additionally, teachers will receive targeted professional development and coaching with a focus on English Language Learners and Special Populations from our Director of Continuous Improvement. A College-Readiness Manager has been added to the team to support students who will be the first in their family to attend college. Also, a Director of Community Engagement will join the school community to cultivate and develop parent support and leadership and build family engagement in our schools in order to increase awareness and education related to supporting students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,523,174
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$941,495

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff's compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit's guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

$3,818,136	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016–17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	All students will graduate college-ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Basic: Teachers appropriately credentialed: 100%	Basic: Teachers appropriately credentialed: 67%
Basic: Pupils with access to standards-aligned instructional materials: 100%	Basic: Pupils with access to standards-aligned instructional materials: 100%
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 70%	Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 75%
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 50%	Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 72%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 65%	Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 83%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 35%	Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 46%
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Math: (MIDDLE SCHOOL SPECIFIC): NA	Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Math: (MIDDLE SCHOOL SPECIFIC): NA
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Reading: (MIDDLE SCHOOL SPECIFIC): NA	Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Reading: (MIDDLE SCHOOL SPECIFIC): NA

Pupil Achievement: Students admitted to a 4 year college: 95%

Pupil Achievement: EL Students reclassified to English Proficient: 15%

Pupil Achievement: Average number of years before EL students are reclassified: 2 YRS

Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 65%

Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 40%

Pupil Engagement: School absenteeism rate: 5%

Pupil Engagement: Chronic absenteeism rate: 14%

Pupil Engagement: Middle school dropout rate: NA

Pupil Engagement: High school dropout rate: 4%

Pupil Engagement: High school graduation rate: 93%

Course Access: Students on-track to fulfill UC A-G course list requirements: 100%

Pupil Achievement: Students admitted to a 4 year college: 96%

Pupil Achievement: EL Students reclassified to English Proficient: 1.4%

Pupil Achievement: Average number of years before EL students are reclassified: 3 YRS

Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 61%

Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 27%

Pupil Engagement: School absenteeism rate: 4.94%

Pupil Engagement: Chronic absenteeism rate: 8.1%

Pupil Engagement: Middle school dropout rate: NA

Pupil Engagement: High school dropout rate: 4.2%

Pupil Engagement: High school graduation rate: 93%

Course Access: Students on-track to fulfill UC A-G course list requirements: 100%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
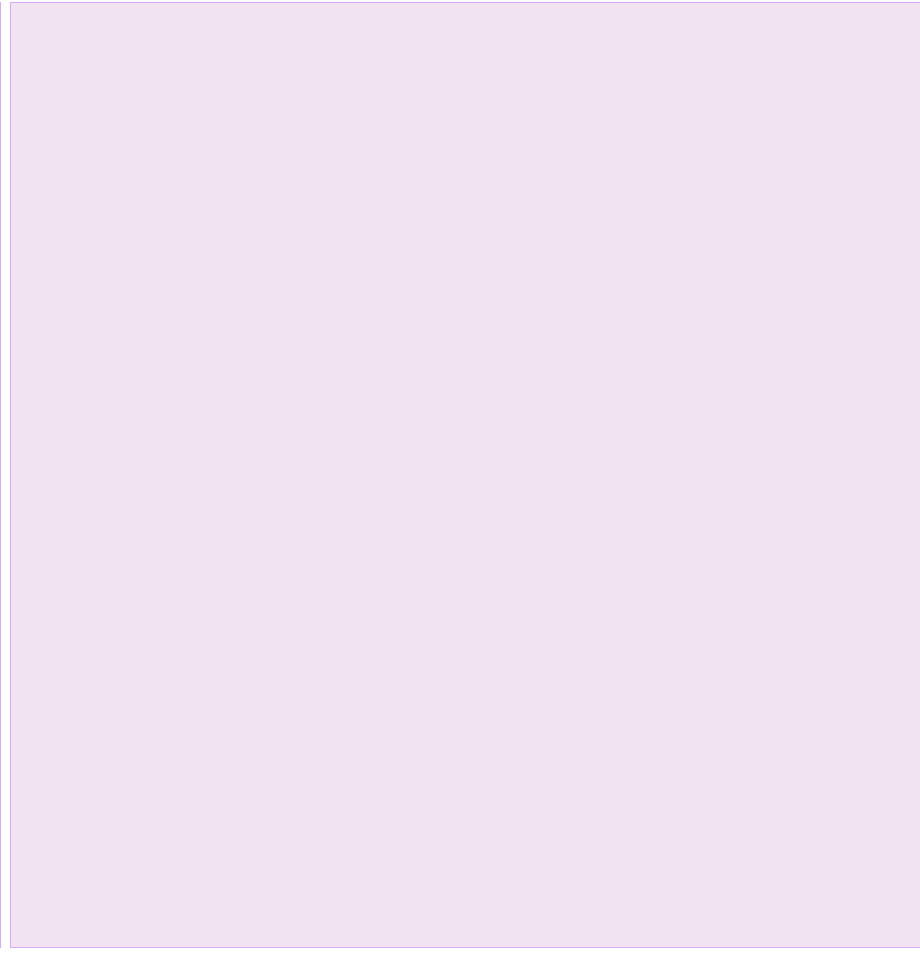
Action 1

Actions/Services		PLANNED	ACTUAL
		Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students.	Implemented as described.

Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Summit Public Schools will have 100% of their core subject, college preparatory teachers be state defined highly qualified teachers, or will have expanded recruitment and retention programs to reach that goal in the future. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$30,017 Funding source: LCFF Base 5000-5999: Services And Other Operating Expenditures	$30,008 Funding source: LCFF Base : 5000-5999: Services And Other Operating Expenditures

Action

2

Actions/Services	PLANNED	ACTUAL
	Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy. Assessments planned include the following (this list is not exhaustive):*SBAC ICAs and IABs* - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) *NWEA MAP* - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. *ACT EPAS* - College readiness pre-assessment	Implemented as described.

| | | *AAPPL* - Spanish proficiency | |

		BUDGETED	ESTIMATED ACTUAL
Expenditures		$19,830 Funding source: LCFF Base $12,770 1000-1999: Certificated Personnel Salaries $5,489 3000-3999 Certificated Personnel Benefits $1,572 5000-5999: Services And Other Operating Expenditures	$18283 Funding source: LCFF Base : $12062 1000-1999: Certificated Personnel Salaries $5193 3000-3999 Certificated Personnel Benefits $1028 5000-5999: Services And Other Operating Expenditures

Action **3**

	PLANNED	ACTUAL
Actions/Services	Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.	Implemented as described.

Expenditures	**BUDGETED** $7,280 Funding source: LCFF Supplemental and Concentration, LCFF Base $5,096 1000-1999: Certificated Personnel Salaries $2,184 3000-3999 Certificated Personnel Benefits	**ESTIMATED ACTUAL** $4316 Funding source: LCFF Supplemental and Concentration, LCFF Base : $2068 1000-1999: Certificated Personnel Salaries $886 3000-3999 Certificated Personnel Benefits $1363 5000-5999: Services And Other Operating Expenditures

Action **4**

Actions/Services	**PLANNED** Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.	**ACTUAL** Implemented as described.

Expenditures	**BUDGETED** $16,445 Funding source: LCFF Supplemental and Concentration, LCFF Base $5,096 1000-1999: Certificated Personnel Salaries $2,184 3000-3999 Certificated Personnel Benefits $9,165 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $12049 Funding source: LCFF Supplemental and Concentration, LCFF Base : $2068 1000-1999: Certificated Personnel Salaries $886 3000-3999 Certificated Personnel Benefits $9095 5000-5999: Services And Other Operating Expenditures

Action **5**

Actions/Services	**PLANNED** Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school	**ACTUAL** Implemented as described.

	programming will be managed and overseen by the Community Time Teachers.	
Expenditures	**BUDGETED** $88,937 Funding source: LCFF Supplemental and Concentration, LCFF Base $56,141 1000-1999: Certificated Personnel Salaries $24,060 3000-3999 Certificated Personnel Benefits $8,736 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $89221 Funding source: LCFF Supplemental and Concentration, LCFF Base : $62455 1000-1999: Certificated Personnel Salaries $26766 3000-3999 Certificated Personnel Benefits

Action **6**

Actions/Services	**PLANNED** Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes: 1. Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.	**ACTUAL** Implemented as described.

2. Students have a chance to explore non-academic passions.
3. Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs
4. Students explore careers via annual Career Days and through Internships.
5. Students have an opportunity to explore college options and learn more about the college experience in their junior year.
6. Students have an opportunity to obtain support on core academic course work and enhance their learning.

Additionally, the Expeditions will program will be working to integrate themselves into the personalized learning platform to give students a

		more cohesive experience when transitioning in and out of Expeditions periods.	
Expenditures		**BUDGETED** $346,230 Funding source: LCFF Supplemental and Concentration, LCFF Base : 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $335,700 Funding source: LCFF Supplemental and Concentration, LCFF Base : 5000-5999: Services And Other Operating Expenditures

Action   **7**

PLANNED Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate	**ACTUAL** Implemented as described.

Actions/Services

academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$39,803 Funding source: LCFF Supplemental and Concentration, LCFF Base $8,696 1000-1999: Certificated Personnel Salaries $3,727 3000-3999 Certificated Personnel Benefits $27,381 5000-5999: Services And Other Operating Expenditures	$37558 Funding source: LCFF Supplemental and Concentration, LCFF Base : $8309 1000-1999: Certificated Personnel Salaries $3561 3000-3999 Certificated Personnel Benefits $25688 5000-5999: Services And Other Operating Expenditures

Action **8**

Actions/Services

PLANNED	ACTUAL
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and	Implemented as described.

content assessments that teachers collaboratively plan, edit, execute, and provide feedback on.
 Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly.
 The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards.
 Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning

Expenditures	**BUDGETED** $45,394 Funding source: LCFF Base $31,776 1000-1999: Certificated Personnel Salaries $13,618 3000-3999 Certificated Personnel Benefits	**ESTIMATED ACTUAL** $43176 Funding source: LCFF Base : $30223 1000-1999: Certificated Personnel Salaries $12953 3000-3999 Certificated Personnel Benefits

Action

9

Actions/Services	**PLANNED** College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1.Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2.Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas	**ACTUAL** Implemented as described.

that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

3.Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. The Director also works with the College Readiness program.

4.College Readiness program: Part of the Expeditions program listed

	above (listed here for completion; not included in the budget details for this action)	
Expenditures	**BUDGETED** $37,559 Funding source: LCFF Supplemental and Concentration, LCFF Base $17,679 1000-1999: Certificated Personnel Salaries $7,577 3000-3999 Certificated Personnel Benefits $12,303 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $69188 Funding source: LCFF Supplemental and Concentration, LCFF Base : $41302 1000-1999: Certificated Personnel Salaries $17701 3000-3999 Certificated Personnel Benefits $10185 5000-5999: Services And Other Operating Expenditures

Action **10**

Actions/Services	**PLANNED** Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is in the beginning stages of	**ACTUAL** Implemented as described.

Expenditures		
	building a cohesive program to help students grow their habits of success.	
	BUDGETED $42,085 Funding source: LCFF Supplemental and Concentration, LCFF Base $27,265 1000-1999: Certificated Personnel Salaries $11,685 3000-3999 Certificated Personnel Benefits $3,135 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $8375 Funding source: LCFF Supplemental and Concentration, LCFF Base : $4077 1000-1999: Certificated Personnel Salaries $1747 3000-3999 Certificated Personnel Benefits $2551 5000-5999: Services And Other Operating Expenditures

Action **11**

Actions/Services		
	PLANNED Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to	**ACTUAL** Implemented as described.

	parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$14,067 Funding source: LCFF Base $2,710 1000-1999: Certificated Personnel Salaries $1,162 3000-3999 Certificated Personnel Benefits $10,195 2000-2999: Classified Personnel Salaries	$14938 Funding source: LCFF Base : $2924 1000-1999: Certificated Personnel Salaries $1253 3000-3999 Certificated Personnel Benefits $10761 2000-2999: Classified Personnel Salaries

Action

12

	PLANNED	ACTUAL
Actions/Services	Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions challenges,	Implemented as described.

implemented using the same methodologies as the regular school year.

Expenditures

BUDGETED

$16,166 Funding source: LCFF Supplemental and Concentration, LCFF Base, Majority of actual program costs funded by private funding $11,316 1000-1999: Certificated Personnel Salaries $4,850 3000-3999 Certificated Personnel Benefits

ESTIMATED ACTUAL

$8083 Funding source: LCFF Supplemental and Concentration, LCFF Base, Majority of actual program costs funded by private funding : $5658 1000-1999: Certificated Personnel Salaries $2425 3000-3999 Certificated Personnel Benefits

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students participate in the Summit Learning Platform which allows them to access multiple resources to help them build their Common Core cognitive skills and foundational content knowledge to be successful on long-term projects and content specific assessments. Each student has a mentor who helps students monitor their academic goals and uses appropriate strategies when goals are not met. During Personalized Learning Plan meetings in the fall and the spring students discussed their goals with their mentor and parents and used this information to drive their daily actions which include school attendance, academic outcomes and growth in social emotional learning. Programs such as Summit Reads and Summit Solves are meant to support ELA and math literacy so that all students can show growth in these areas. Our Summit Reads and Summit Solves classes were designed based upon student achievement in cognitive skills in the previous year and NWEA MAP results in the fall. We then used that information to tailor supports for students on the SBAC as well as on the EAP assessment for 12th graders. All instructors continuously participate in professional development to help them improve their teaching of cognitive skills to students with a variety of reading and math levels. Our college readiness curriculum provided the foundation for students to be able to apply to best-fit colleges for the 2016-2017 school year. Additionally, this year we implemented an HCC curriculum that worked to specifically teach and model habits, community and culture related skills including self-directed learning and relationship skills. This program was intended to help students feel a sense of belonging and connection to the school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our attendance and absence program led us to exceed our targets for attendance and chronic absenteeism. At the beginning of the year we implemented an adjusted curriculum in our lowest-level Summit Reads and Summit Solves that was designed to better-support our students most struggling reading and math. Based on our interim assessment data on the NWEA MAP exam, our students in these levels of support made substantially higher growth relative to similar students in prior years. Our Habits, Community and Culture pilot this year developed curriculum that is designed to support students' development of work habits and interpersonal skills necessary for success in school and beyond. We had more engagement and success with this curriculum for younger students and are adjusting the program next year to better integrate the components of the curriculum across the students' entire school day.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. The Summit Solves difference in expenditures is due to an overestimation of pay to employees teaching the course than what these employees were actually paid. The Habits of Success course variance is attributed to more time expended by teachers when computing projections prior to the implementation during the school year. The variance in the expenditures for the College Process Support action is due to teachers spending significantly more time supporting and providing students and their parents with robust information on the college application process. The Summer of Summit program is being altered for the coming school year and significantly less time was expended from school leaders on this service.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The school did not reach its reclassification goal by 13%. Therefore, additional supports for our ELL population are added to this year's LCAP by way of the improved literacy and math intervention courses and the addition of a College-Readiness Manager and a Director of Continuous Improvement. These changes can be found in Actions 3, 4, 7, 8, 9, and 10 of our college readiness goal.

Goal 2

Parents and faculty are partners in supporting their students and the school.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
School Climate: Parents/Families having a family meeting with student's mentor: 100%	School Climate: Parents/Families having a family meeting with student's mentor: 100%
School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 85%	School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 87%
Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 70%	Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 67%
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 85%	Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 92%
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." 85%	Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." 87%
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 85%	Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 89%
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 85%	Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 91%
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 85%	Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 86%
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute: Y	Parental Involvement: At least one parent sign up for the Parent Ambassador Institute: Y

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Chief External Relations Officer to support family engagement and communications.	Implemented as described.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$3,795 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures	$5,707 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures

Action 2

	PLANNED	ACTUAL
Actions/Services	Parent Events: Throughout	Implemented as described.

the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.

Expenditures

BUDGETED

$25,201 Funding Source: LCFF Base Exp.Code: $15,650 1000-1999: Certificated Personnel Salaries $6,707 3000-3999: Certificated Personnel Benefits $2,844 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

$20,446 Funding Source: Exp.Code: $12099 1000-1999: Certificated Personnel Salaries $5185 3000-5399: Certificated Personnel Benefits $3162 5000-5999: Services And Other Operating Expenditures

Action

3

Actions/Services

PLANNED

Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to

ACTUAL

Implemented as described.

have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. <u>The Illuminate platform also has a parent-facing login and interface for families to track attendance records that we will pilot publishing to families.</u>

Expenditures	**BUDGETED** $2,801 Funding Source: LCFF Base Exp.Code: $512 1000-1999: Certificated Personnel Salaries $2,069 2000-2999: Classified Personnel Salaries $219 3000-3999: Certificated Personnel Benefits	**ESTIMATED ACTUAL** $2,842 Funding Source: LCFF Base Exp.Code: $483 1000-1999: Certificated Personnel Salaries $2152 2000-2999: Classified Personnel Salaries $207 3000-3999: Certificated Personnel Benefits

Action **4**

Actions/Services	**PLANNED** Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc	**ACTUAL** Implemented as described.

	meetings with families, depending on their needs.	
Expenditures	**BUDGETED** $14,633 Funding Source: LCFF Base Exp.Code: $10,243 1000-1999: Certificated Personnel Salaries $4,390 3000-3999: Certificated Personnel Benefits	**ESTIMATED ACTUAL** $13,793 Funding Source: LCFF Base Exp.Code: $9655 1000-1999: Certificated Personnel Salaries $4138 3000-3999: Certificated Personnel Benefits

Action **5**

	PLANNED Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to	**ACTUAL** Implemented as described.
Actions/Services		

communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.

Expenditures	**BUDGETED** $50,453 Funding Source: LCFF Base Exp.Code: $12,713 1000-1999: Certificated Personnel Salaries $4,702 2000-2999: Classified Personnel Salaries $5,449 3000-3999: Certificated Personnel Benefits $27,589 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $38,759 Funding Source: LCFF Base Exp.Code: $7528 1000-1999: Certificated Personnel Salaries $4815 2000-2999: Classified Personnel Salaries $3226 3000-3999: Certificated Personnel Benefits $23189 5000-5999: Services And Other Operating Expenditures

Action **6**

Actions/Services	**PLANNED** Parent Feedback Mechanisms**:** Twice a year, we administer a parent	**ACTUAL** Implemented as described.

survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school

Expenditures

BUDGETED

$10,469 Funding Source: LCFF Base Exp.Code: $229 1000-1999: Certificated Personnel Salaries $98 3000-3999: Certificated Personnel Benefits $10,142 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

$11,712 Funding Source: LCFF Base Exp.Code: $231 1000-1999: Certificated Personnel Salaries $99 3000-3999: Certificated Personnel Benefits $11382 5000-5999: Services And Other Operating Expenditures

Action **7**

Actions/Services

PLANNED

Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and

ACTUAL

Implemented as described.

	programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions.	
Expenditures	**BUDGETED** $28,887 Funding Source: LCFF Base Exp.Code: $2,288 1000-1999: Certificated Personnel Salaries $981 3000-3999: Certificated Personnel Benefits $25,618 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $26,765 Funding Source: LCFF Base Exp.Code: $2308 1000-1999: Certificated Personnel Salaries $989 3000-3999: Certificated Personnel Benefits $23468 5000-5999: Services And Other Operating Expenditures

Action **8**

Actions/Services	**PLANNED** Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.	**ACTUAL** Implemented as described.
Expenditures	**BUDGETED** $300 Funding Source: LCFF Supplemental and	**ESTIMATED ACTUAL** $300 Funding Source: LCFF Supplemental and Concentration Exp.Code:

		Concentration Exp.Code: 5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action **9**

		PLANNED	ACTUAL
Actions/Services		Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.	Implemented as described.
Expenditures		BUDGETED $3,356 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures	ESTIMATED ACTUAL $3,696 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures

Action **10**

		PLANNED	ACTUAL
Actions/Services		Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a	Implemented as described.

	Community of Learning for parent organization leaders across Summit.	
Expenditures	**BUDGETED** $1,961 Funding Source: LCFF Base Exp.Code: $1,373 1000-1999: Certificated Personnel Salaries $588 3000-3999: Certificated Personnel Benefits	**ESTIMATED ACTUAL** $1,978 Funding Source: LCFF Base Exp.Code: $1385 1000-1999: Certificated Personnel Salaries $593 3000-3999: Certificated Personnel Benefits

Action	**11**		

Actions/Services	**PLANNED** Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.	**ACTUAL** Implemented as described.
Expenditures	**BUDGETED** $10,097 Funding Source: LCFF Base Exp.Code: $512 1000-1999: Certificated Personnel Salaries $219 3000-3999: Certificated Personnel Benefits $9,365 5000-	**ESTIMATED ACTUAL** $10,966 Funding Source: LCFF Base Exp.Code: $0 1000-1999: Certificated Personnel Salaries $0 3000-3999: Certificated Personnel Benefits $10966 5000-5999: Services And Other Operating Expenditures

| | | 5999: Services And Other Operating Expenditures | |

Action **12**

		PLANNED	ACTUAL
Actions/Services		Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.	Implemented as described.
Expenditures		BUDGETED $7,932 Funding Source: LCFF Base Exp.Code: $191 1000-1999: Certificated Personnel Salaries $1,416 2000-2999: Classified Personnel Salaries $82 3000-3999: Certificated Personnel Benefits $6,243 5000-5999: Services And Other Operating Expenditures	ESTIMATED ACTUAL $7,586 Funding Source: LCFF Base Exp.Code: $192 1000-1999: Certificated Personnel Salaries $1926 2000-2999: Classified Personnel Salaries $82 3000-3999: Certificated Personnel Benefits $7311 5000-5999: Services And Other Operating Expenditures

Action **13**

		PLANNED	ACTUAL
Actions/Services		Mentor Group Leads: For each mentor group in our	Implemented as described.

	school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members.	
Expenditures	**BUDGETED** $3,046 Funding Source: LCFF Base Exp.Code: $420 1000-1999: Certificated Personnel Salaries $180 3000-3999: Certificated Personnel Benefits $2,447 5000-5999: Services And Other Operating Expenditures	**ESTIMATED ACTUAL** $3,262 Funding Source: LCFF Base Exp.Code: $423 1000-1999: Certificated Personnel Salaries $181 3000-3999: Certificated Personnel Benefits $2657 5000-5999: Services And Other Operating Expenditures

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each student receives a Personalized Learning Plan meeting at the start of each school year in which the mentor, student, and family meet to discuss academic goals for the school year and the ways everyone will help make the goals a reality. Parents are also invited to attend school events such as Back to School, parent education nights, celebrations of learning, and college nights so that they have a better understanding of our systems and how they can support their student be more college-ready from home. Parents and faculty are also invited to complete a survey twice a year in which they express their views on our academic model and our school climate. A weekly parent newsletter and faculty inform is emailed to families and staff each week so that they are informed of school happenings, our school's goals and visions, and our progress on meeting our vision.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our Fall was heavy with events designed to support parents' engagement with their students' education at our school. Our back to school night and Personalized Learning Plan trainings were supported by generally increased teacher-family contacts. In the Fall and throughout the year, faculty have participated in professional development designed to improve communication between teachers and families. Anecdotally, we have received positive feedback from families for increased faculty-family engagement this year. Our Parent Education Night series expanded substantially this year, with many highly-attended events. Some sessions were produced and developed by faculty (covering topics such as youth/adolescent development, our Habits, Community and Culture Program, supporting your student at Everest) and other sessions brought in external experts or resources (such as Project Cornerstone or the film "Screenagers"). The feedback from families is positive. We are developing events next fall focused on family feedback from this year, including digital/online safety. Our parent organization has been focusing on increasing its structure this year. We have developed regular meeting structures for both the parent organization leadership and the broader parent organization. Our parent organization has worked on involving mentor group parent leads to lead more outside-of-school community building activities. Given that most of our expected outcomes were met or exceeded, our services/actions for goal 2 are highly effective. Work does have to be continued so that parents continue to be partners in their student's educational program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. The difference in the Increased Family Engagement personnel resources is attributed to more time being spent from the Director and Manager of Family Engagement on family engagement activities than initially estimated.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As a school we still need to work on the statement: "My school uses my feedback when making decisions." This continues to be the statement where we score lowest on the parent survey Therefore, we will be adding a Director of Community Engagement to the team who will focus on community outreach, especially for our unduplicated populations. This addition to the LCAP can be found in Action 1 of this goal.

Goal 3

All community members feel safe at school.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%

Basic: Complaints about facilities repairs: NA

School Climate: Pupil Suspension Rate: 3%

School Climate: Pupil Expulsion Rate: 1%

School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 91%

School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 90%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": 3.3%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect": 3.9%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "I can usually be myself around other students at this school.": 3.95%

School Climate: Students responding "No" to "During this school year, have other students harassed or bullied you?" on YouthTruth survey: 70%

School Climate: Faculty members responding positively to "I feel

ACTUAL

Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%

Basic: Complaints about facilities repairs: NA

School Climate: Pupil Suspension Rate: 1.8%

School Climate: Pupil Expulsion Rate: NA

School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 88%

School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 84%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": 4%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect": 4.2%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "I can usually be myself around other students at this school.": NA

School Climate: Students responding "No" to "During this school year, have other students harassed or bullied you?" on YouthTruth survey: NA

School Climate: Faculty members responding positively to "I feel

physically safe at school." on faculty survey: 90%

School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: 90%

School Climate: Required drills completed: 100%

School Climate: Information security breaches addressed with 24 hours: 100%

Safety inspection completed? Y

physically safe at school." on faculty survey: 93.4%

School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: 73.3%

School Climate: Required drills completed: 100%

School Climate: Information security breaches addressed with 24 hours: 100%

Safety inspection completed? Y

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of restorative justice.	Implemented as described.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$7,581 Funding Source: LCFF Base, LCFF Supplemental and Concentration Exp. Code: $5,307 1000-1999: Certificated Personnel Salaries $2,274 3000-3999: Certificated Personnel Benefits	$7,276 Funding Source: LCFF Base, LCFF Supplemental and Concentration Type Expense: $5093 1000-1999: Certificated Personnel Salaries $2183 3000-3999: Certificated Personnel Benefits

Action

2

Actions/Services

PLANNED	ACTUAL
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit	Implemented as described.

	Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.	
Expenditures	**BUDGETED** $1,679 Funding Source: LCFF Base Exp. Code: $1,176 1000-1999: Certificated Personnel Salaries $504 3000-3999: Certificated Personnel Benefits	**ESTIMATED ACTUAL** $1,599 Funding Source: LCFF Base Type Expense: $1119 1000-1999: Certificated Personnel Salaries $480 3000-3999: Certificated Personnel Benefits

Action

3

Actions/Services	**PLANNED** Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.	**ACTUAL** Implemented as described.

Expenditures		**BUDGETED** $3,874 Funding Source: LCFF Base Exp. Code: $2,712 1000-1999: Certificated Personnel Salaries $1,162 3000-3999: Certificated Personnel Benefits	**ESTIMATED ACTUAL** $3,668 Funding Source: LCFF Base Type Expense: $2568 1000-1999: Certificated Personnel Salaries $1100 3000-3999: Certificated Personnel Benefits

Action **4**

Actions/Services		**PLANNED** Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Cyber Safety on the Technology Team.	**ACTUAL** Implemented as described.
Expenditures		**BUDGETED** $13,197 Funding Source: LCFF Base Exp. Code: $9,238 1000-1999: Certificated Personnel	**ESTIMATED ACTUAL** $2,760 Funding Source: LCFF Base Type Expense: $107 1000-1999: Certificated Personnel Salaries $46 3000-3999: Certificated Personnel Benefits $2607 5000-5999: Services And Other Operating Expenditures

Salaries $3,959 3000-3999: Certificated Personnel Benefits

Action **5**

Actions/Services

PLANNED	ACTUAL
Culture, Habits and Community Teacher: We have recognized a need to build our current Community Time curriculum into a more robust student experience that emphasizes our values of Restorative Justice and Cultural Responsiveness. We will add a new teaching role to campuses that will build capacity to both design and teach a course on Culture, Habits and Community. The Community Teacher will support our students to proactively contribute to a campus that is physically and emotionally safe.The Community Teacher will also provide support for proactive positive culture building among the school community.	Implemented as described.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,400 Funding Source: LCFF Base Exp. Code: $7,280 1000-1999: Certificated Personnel	$8,688 Funding Source: LCFF Base Type Expense: $6082 1000-1999: Certificated Personnel Salaries $2606 3000-3999: Certificated Personnel Benefits

Salaries $3,120 3000-3999: Certificated Personnel Benefits	

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This year, teachers received training in restorative justice during new faculty orientation and throughout the year in professional development. Training included coaching on holding restorative circles, use of proactive restorative language in the classroom, and methods of de-escalation in the classroom. Teachers were also trained on when a situation should be brought to the attention of school leadership so appropriate conversations can take place. Frequently, these circles offer an opportunity to clarify reintegration norms and expectations. Faculty continued to hold weekly check-ins with all students in their mentor groups to check-in on both academic progress and for social-emotional support. Mentors are a student's primary support on campus and through these check-ins mentors can identify and address many emotional and physical concerns during the year. We partnered this year with the Summit Public Schools facilities team to immediately address any facility issues or concerns. We continue to partner with the technology team at Summit Public Schools to ensure digital and cyber-safety on campus. We have strong firewalls in place on campus and we regularly block unsafe or questionable sites. To monitor physical and emotional safety on campus, school surveys are given twice a year to both students and faculty. Stakeholders are able to anonymously complete the survey to ensure to allow for the most accurate data on community safety.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our restorative justice program has led to a stronger feeling of community than we have experienced among students before. We have been working on intentionally and proactively building positive relationships among students and between students and faculty. The 10-minute check-ins every Friday between the student and mentor teacher fosters strong relationships. We have focused on building community within grade levels. While we still have work to do in bringing our very diverse community together, we are noticing a stronger sense of support. That sense of community has led to stronger answers from students on internal measures of community, exceeding the goals in the LCAP. As noted in prior sections, we are working to better integrate our Habits, Community and Culture curriculum across our school day next year. We are working to develop both a student and parent education program for digital safety to help students better navigate their digital worlds and help parents better understand the challenges their students are facing online. We have conducted all emergency drills prior to the deadline and successfully completed drills for earthquake, fire, and active shooter. We conduct regular on-site audits to ensure that we are compliant with all campus safety measures.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. The Information Safety Project required substantially less time expended from the Director of Cyber Safety than initially expected.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to this goal.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Summit Everest met with parents, students, and staff in March 2017 to review the 16-17 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through loudspeaker announcements, phone calls, announcements on the school website, emails, text, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening. During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 16-17 LCAP Annual Update and the 17-18 LCAP. Community members who could not attend the meetings were able to download the materials from the website and share their input virtually with the school leaders. All subgroups were represented and Spanish translations were provided.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

These consultations provided a significant amount of affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. Specifically, community members expressed a need to improve our Intervention courses which led to improved literacy and math curriculum.   Additionally, stakeholders discussed the need to not only attract high-quality staff but an increased effort to retain these employees from year to year. We will be expanding our support of teachers through targeted coaching and professional growth opportunities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1	All students will graduate college-ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Teachers appropriately credentialed:	67%	100%		
Basic: Pupils with access to standards-aligned instructional materials:	100%	100%		
Implementation of State Standards & Other Pupil Outcomes:	75%	71%		

Students on-track for Common Core cognitive skills:				
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills:	72%	51%		
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: Sub-group - Hispanic Students - scoring Proficient or higher on SBAC on ELA Sub-group - White - scoring Proficient or higher on SBAC on ELA Sub-group - economically disadvantaged - scoring Proficient or higher on SBAC on ELA	All Students: 83% Hispanic Students: 81% White Students: 90% Economically Disadvantaged Students: 81% SPED Students: 45%	All Students: 68% Hispanic Students: 70% White Students: 80% Economically Disadvantaged Students: 70% SPED Students: 35%		

Sub-group - SPED - scoring Proficient or higher on SBAC on ELA				
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: Sub-group - Hispanic Students - scoring Proficient or higher on SBAC on Math Sub-group - White - scoring Proficient or higher on SBAC on Math Sub-group - economically disadvantaged - scoring Proficient or higher on SBAC on Math Sub-group - SPED - scoring Proficient or higher on SBAC on Math	All Students: 46% Hispanic Students: 28% White Students: 85% Economically Disadvantaged Students: 21% SPED Students: 31%	All Students: 38% Hispanic Students: 28% White Students: 75% Economically Disadvantaged Students: 22% SPED Students: 25%		
Pupil Achievement:	96%	95%		

Students admitted to a 4 year college:			
Pupil Achievement: EL Students reclassified to English Proficient:	1.4%	5%	
Pupil Achievement: Average number of years before EL students are reclassified:	3 YRS	2.5 YRS	
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: Sub-group - Hispanic Students - Graduates passing at least one AP exam with a 3 or higher: Sub-group - White Students - Graduates passing at least one AP exam with a 3 or higher: Sub-group - EL Students -	All Students: 61% Hispanic Students: 56% White Students: 69% EL Students: 11% FRL Students: 56%	All Students: 60% Hispanic Students: 50% White Students: 65% EL Students: 15% FRL Students: 50%	

Graduates passing at least one AP exam with a 3 or higher: Sub-group - FRL Students - Graduates passing at least one AP exam with a 3 or higher:			
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	27%	30%	
Pupil Engagement: School absenteeism rate:	4.94%	4.9%	
Pupil Engagement: Chronic absenteeism rate: Sub-group - Hispanic Students - Chronic absenteeism: Sub-group - White Students - Chronic absenteeism: Sub-group - EL	All Students: 8.1% Hispanic Students: 6.83% White Students: 5.13% EL Students: 0% FRL Students: 7.72% SPED Students: 6.98%	All Students: 13% Hispanic Students: 11% White Students: 10% EL Students: 5% FRL Students: 12% SPED Students: 12%	

Students - Chronic absenteeism: Sub-group - FRL Students - Chronic absenteeism: Sub-group - SPED Students - Chronic absenteeism:			
Pupil Engagement: Middle school dropout rate:	NA	NA	
Pupil Engagement: High school dropout rate:	4.2%	4%	
Pupil Engagement: High school graduation rate: Sub-group - socioeconomically disadvantaged - Graduation Rate Sub-group - Hispanic - Graduation Rate	All Students: 93% Socioeconomically Disadvantaged Students: NA Hispanic Students: NA	All Students: 93% Socioeconomically Disadvantaged Students: 85% Hispanic Students: 85%	
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%	

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of		

personal loss and to increase retention.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$33,309	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Standardized Assessment Program: Summit has an organized and thoughtfully laid out		

schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

 Assessments planned include the following (this list is not exhaustive):
- *SBAC ICAs and IABs* - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)
- *NWEA MAP* - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.
- *PSAT*-This college-ready test is administered to students in grades 9-11
- *ACT EPAS* - College readiness pre-assessment for 11th graders
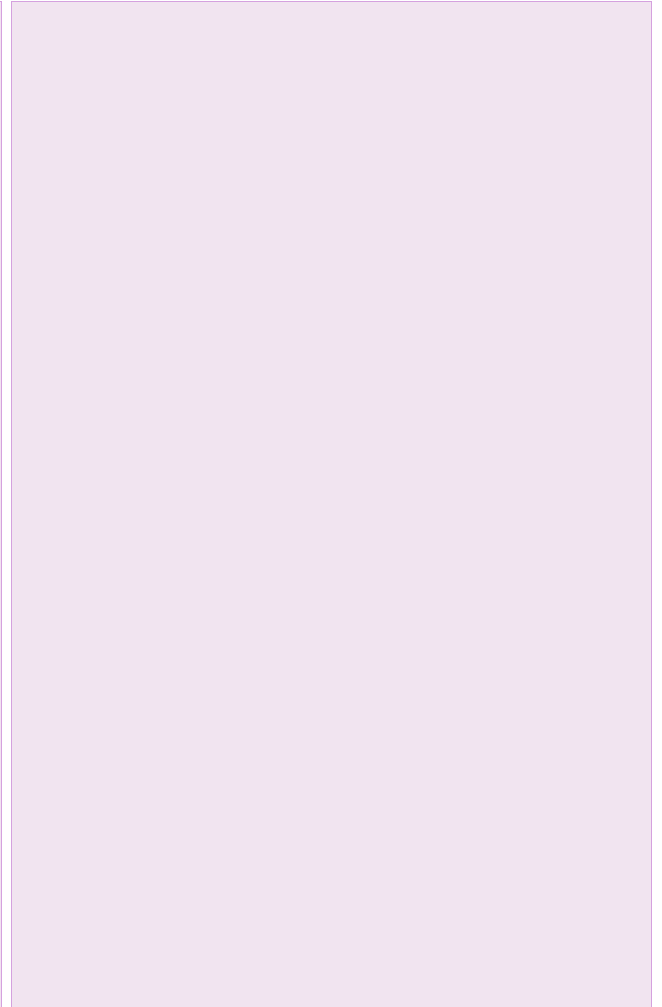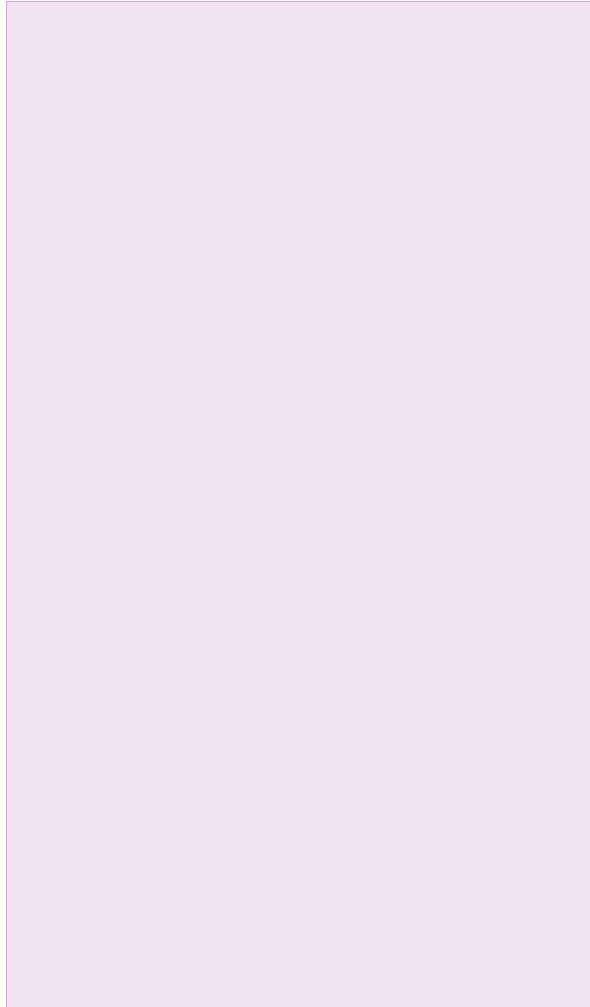
[BUDGETED EXPENDITURES]()

2017-18		2018-19		2019-20	
Amount	$20098	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$13262 1000-1999: Certificated Personnel Salaries $5712 3000-3999	Budget Reference		Budget Reference	

Certificated Personnel Benefits $1128 5000-5999: Services And Other Operating Expenditures		

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Literacy Intervention: This is an intervention devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10510	Amount		Amount	
Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$2274 1000-1999: Certificated Personnel Salaries $975 3000-3999 Certificated Personnel Benefits $7261 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.		

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$11326	Amount		Amount	
Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$2274 1000-1999: Certificated Personnel Salaries $975 3000-3999 Certificated Personnel Benefits $8077 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$101435	Amount		Amount	

Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$71004 1000-1999: Certificated Personnel Salaries $30430 3000-3999 Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action　6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners　　☐ Foster Youth　　☐ Low Income
Scope of Services	☐ LEA-wide　　☐ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New　☐ Modified　☒ Unchanged	☐ New　☐ Modified　☐ Unchanged	☐ New　☐ Modified　☐ Unchanged
Expeditions: Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes: 　1.　Students fulfill the Visual and		

Performing Arts requirement for UC admission through Expeditions.

2. Students have a chance to explore non-academic passions.
3. Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs
4. Students explore careers via annual Career Days and through Internships.
5. Students have an opportunity to explore college options and learn more about the college experience in their junior year.
6. Students have an opportunity to obtain support on core academic course work and enhance their learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$372,627	Amount		Amount	
Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.

The Director of Continuous Improvement provides resources along with monthly | | |

professional development and coaching to teachers focused on targeted supports for English Language Learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$44071	Amount		Amount	
Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$9889 1000-1999: Certificated Personnel Salaries $4238 3000-3999 Certificated Personnel Benefits $29944 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

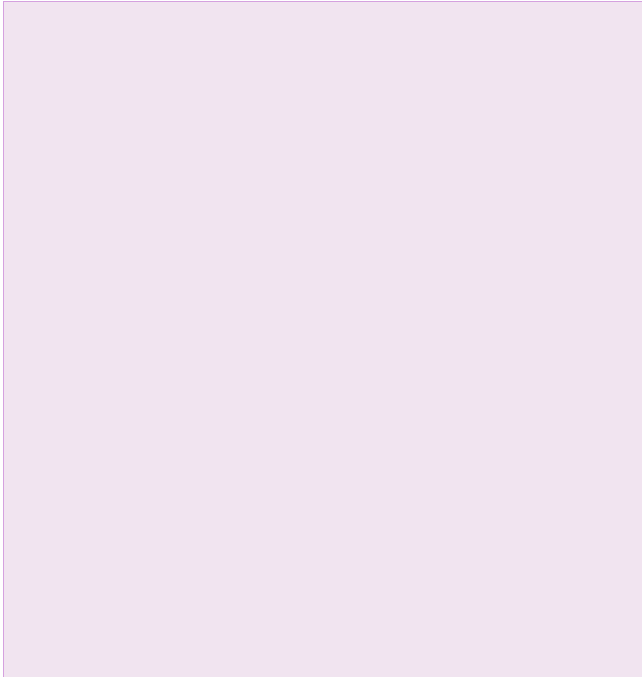| Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.		

2017-18	2018-19	2019-20

Amount	$47821	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$33475 1000-1999: Certificated Personnel Salaries $14346 3000-3999 Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:		

1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.
2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.
3. Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights.
4. College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools

college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support post-secondary success for Summit alumni to learn about how our program can better set current students up for post-secondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

5. College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$90,881	Amount		Amount	
Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$50,803 1000-1999: Certificated Personnel Salaries $21773 3000-3999 Certificated Personnel Benefits $18,306 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors progress, monitor, and check to ensure students growth of the Habits of Success.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9142	Amount		Amount	

Source	LCFF Supplemental and Concentration, LCFF Base	Source		Source	
Budget Reference	$4462 1000-1999: Certificated Personnel Salaries $1912 3000-3999 Certificated Personnel Benefits $2769 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing		

absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.

BUDGETED EXPENDITURES

2017-18

		2018-19		**2019-20**	
Amount	$12122	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$870 1000-1999: Certificated Personnel Salaries $373 3000-3999 Certificated Personnel Benefits $10880 2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

☐ New	☒ Modified	☐ Unchanged

Goal 2	Parents and faculty are partners in supporting their students and the school.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Research shows that students with involved parents are more likely to: 1) earn higher grades and test scores, 2) pass their classes, 3) attend school regularly, 4) have better social skills, and 5) graduate and go on to post-secondary education. Because of the importance of parents engaging in their student's education, we encourage parents and faculty to be partners in supporting our students and our school. Our parent survey results indicated that we have opportunities to improve in providing paths to parent leadership, communication between parents and teachers, and our parents' understanding of their student's academic experience and how to support their success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Parents/Families having a family meeting with student's mentor:	100%	100%		
School Climate: Parents responding positively to "I feel connected to my student's school"	All Students: 87% Hispanic Students: 93% White Students: 87% EL Students: 93% FRL Students: 93%	All Students: 85% Hispanic Students: 85% White Students: 85% EL Students: 85% FRL Students: 85%		
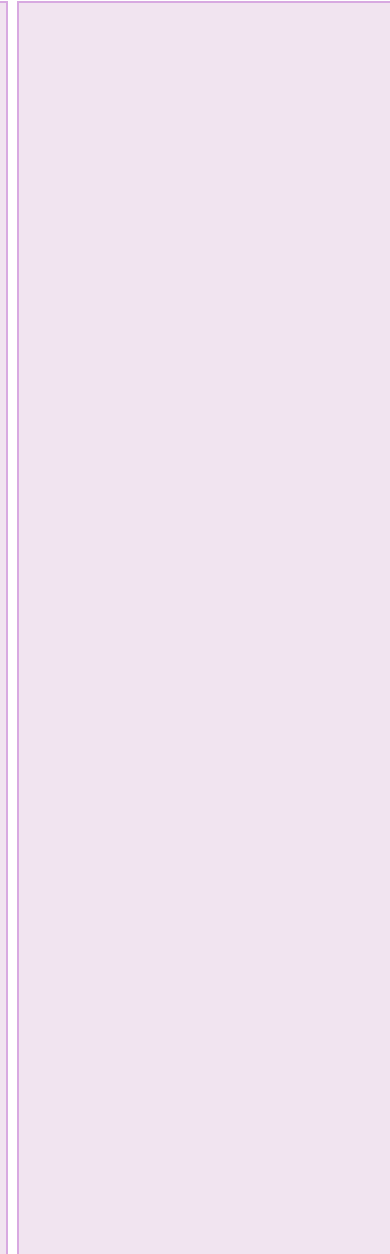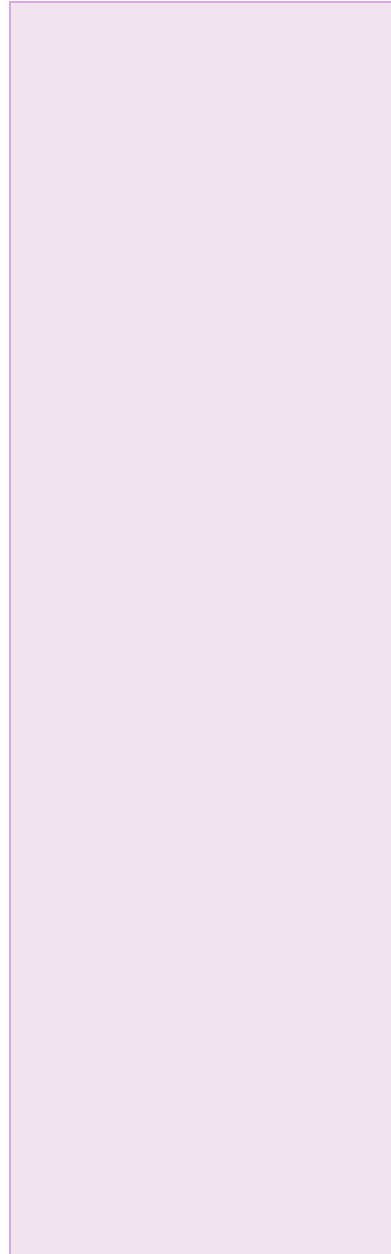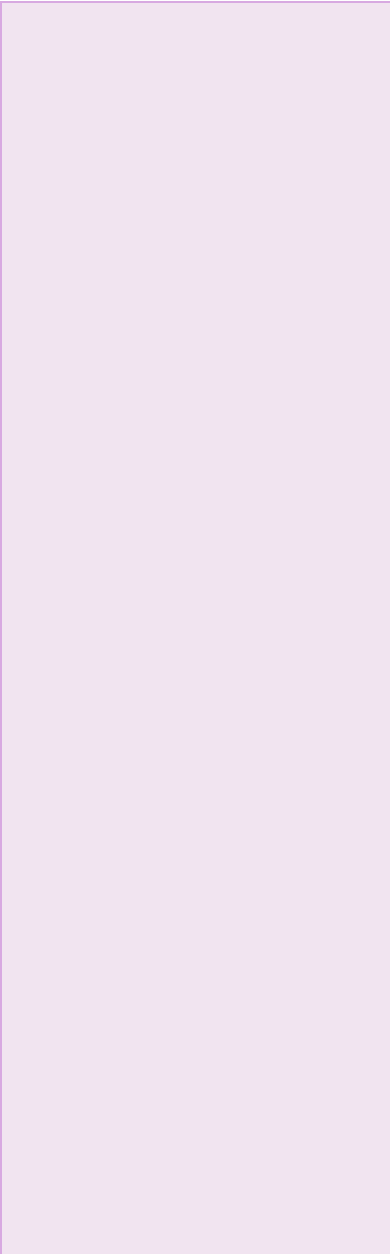
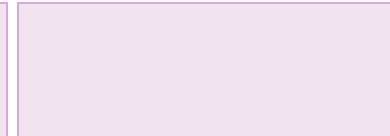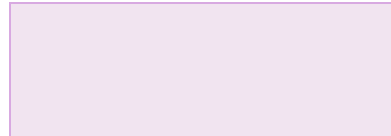|			
on parent survey: Sub-group - Hispanic Students - Parents responding positively to "I feel connected to my student's school" on parent survey: Sub-group - White Students - Parents responding positively to "I feel connected to my student's school" on parent survey: Sub-group - EL Students - Parents responding positively to "I feel connected to my student's school" on parent survey: Sub-group - FRL Students - Parents responding positively to "I feel connected to my student's school" on parent survey:			
Parental Involvement: Parents responding	All Students: 67% Hispanic Students: 78% White Students: 54%	All Students: 68% Hispanic Students: 68% White Students: 68%		

positively to "My student's school uses my feedback when making decisions" on parent survey: Sub-group - Hispanic Students - Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: Sub-group - White Students - Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: Sub-group - EL Students - Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: Sub-group - FRL Students - Parents	EL Students: 77% FRL Students: 81%	EL Students: 68% FRL Students: 68%		

responding positively to "My student's school uses my feedback when making decisions" on parent survey:				
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	92%	86%		
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."	87%	85%		
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	89%	85%		

Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":	91%	85%	
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":	86%	85%	
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:	Y	Y	

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and		

services to our families.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,334	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This		

includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.

BUDGETED EXPENDITURES

2017-18

		2018-19		**2019-20**	
Amount	$22,937	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$13599 1000-1999: Certificated Personnel Salaries $5828 3000-5399: Certificated Personnel Benefits $3510 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action	**3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

	Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records.		

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$3,719	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$528 1000-1999: Certificated Personnel Salaries $2964 2000-2999: Classified Personnel Salaries $226 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$15,095	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$10567 1000-1999: Certificated Personnel Salaries $4529 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact		

with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$42,425	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$8312 1000-1999: Certificated Personnel Salaries $4931 2000-2999: Classified Personnel Salaries $3562 3000-3999: Certificated Personnel Benefits $25619 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

	Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$12,807	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$275 1000-1999: Certificated Personnel Salaries $118 3000-3999: Certificated Personnel Benefits $12414 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ All   ☐ Students with Disabilities   ☒ [Specific Student Group(s)] English Language Learners

Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$300	Amount		Amount	
Source	LCFF Supplemental and Concentration	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,103	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,709	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$1648 1000-1999: Certificated Personnel Salaries $2355 2000-2999: Classified Personnel Salaries $706 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action   **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions.		

[BUDGETED EXPENDITURES](#)

2017-18	**2018-19**	**2019-20**

Amount	$25,232	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$2747 1000-1999: Certificated Personnel Salaries $1177 3000-3999: Certificated Personnel Benefits $21308 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices		

and communication templates.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,989	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$0 1000-1999: Certificated Personnel Salaries $0 3000-3999: Certificated Personnel Benefits $11989 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action   **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.		

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$8,320
Source	LCFF Base
Budget Reference	$229 1000-1999: Certificated Personnel Salaries $1972 2000-2999: Classified Personnel Salaries $98 3000-3999: Certificated Personnel Benefits $7993 5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Action   **13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,626	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$504 1000-1999: Certificated Personnel Salaries $216 3000-3999: Certificated Personnel Benefits $2906 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

☐ New	☐ Modified	☒ Unchanged

Goal 3	All community members feel safe at school.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____		
Identified Need	Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Unsafe facilities reports examined and addressed within 1 business day:	100%	100%		
Basic: Complaints about facilities repairs:	NA	NA		
School Climate: Pupil Suspension Rate: Sub-group - SPED - Suspension Rate Sub-group - White - Suspension Rate	All Students: 1.8% SPED Students: 7.6% White Students: 1.9%	All Students: 3% SPED Students: 3% White Students: 3%		
School Climate: Pupil Expulsion	NA	1%		

Rate:				
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:	88%	91%		
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:	84%	90%		
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":	4%	3.5%		
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":	4.2%	3.9%		
School Climate: Faculty members	93.4%	90%		

responding positively to "I feel physically safe at school." on faculty survey:				
School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey:	73.3%	80%		
School Climate: Required drills completed:	100%	100%		
School Climate: Information security breaches addressed with 24 hours:	100%	100%		
Safety inspection completed?	Y	Y		

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,131	Amount		Amount	
Source	LCFF Base, LCFF Supplemental and Concentration Type Expense	Source		Source	
Budget Reference	$5692 1000-1999: Certificated Personnel Salaries $2439 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is		

often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,771	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$1240 1000-1999: Certificated Personnel Salaries $531 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4,035	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$2825 1000-1999: Certificated Personnel Salaries $1211 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,061	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$117 1000-1999: Certificated Personnel Salaries $50 3000-3999: Certificated Personnel Benefits $2894 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Health/Wellness: The Expeditions programs for the Middle School will introduce a new		

health/wellness course. A parent education series focused on health and wellness will also be developed and implemented in our school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,714	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	$7500 1000-1999: Certificated Personnel Salaries $3214 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 449,718	Percentage to Increase or Improve Services:	13.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This year's LCAP includes the following improved and increased targeted supports for our unduplicated pupils:

1. Improved literacy and math intervention courses to include updated and expanded curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Offering a more diverse range of texts and richer research-based curriculum will help students achieve proficiency. Literacy research from Fisher and Frey contributed to the improved curriculum as did developmental math research from the Math Project.
2. Additionally, the core content curriculum will also be improved. There will be expert teachers on special assignment enhancing the current research-proven curriculum for Math, English, History, Spanish, Special Education, and Science as well as providing professional development to staff. They will focus on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. Also, the TOSAs will fully integrate the Habits of Success program into all of our courses so that our students continue to deeply develop cognitive skills. We work with the Stanford Center for Assessment, Learning, and Equity and we have developed a more robust Cognitive Skills Rubric this past year that will be integrated into all of our courses. We believe this will more fully serve our diverse student population.
3. In order to increase services for our English Language Learners, professional development and teacher coaching will be provided by our Director of Continuous Improvement. Examples of resources and professional development topics are direct vocabulary and writing instruction, leveling/chunking text, and the use of sentence frames amongst many others.
4. In an effort to improve college readiness supports for all of our students, we will add a College-Readiness Manager to our college readiness team. This person is charged to primarily support the college-going process with students who will be the first to attend in their family. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.
5. A Director of Community Engagement will join the school community to cultivate and develop parent support and leadership as well as build family engagement to increase awareness and education related to supporting students.
6. Finally, we will increase supports with the addition of a Dean. This position will uphold the mission and vision of our school by encouraging student leadership, civic engagement, creative expression, while also focusing on each student's well-being, success, and personal safely.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

> **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

> The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

<u>Demonstration of Increased or Improved Services for Unduplicated Students</u>

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

<u>Estimated Supplemental and Concentration Grant Funds</u>

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

<u>Percentage to Increase or Improve Services</u>

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016