School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Summit Preparatory Charter High School	41 69062 0112722	September 29, 2020	February 18, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

NA

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement Sessions.

Summit Prep met with parents, students, and teachers in the Spring of 2019 to review our annual progress and garner feedback and analysis on our 2019-20 LCAP goals. Our community members were notified of the stakeholder engagement session through announcements, phone calls, emails, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening during a date and time identified on the school's annual event calendar.

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 18-19 LCAP Annual Update and the 19-20 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. Summit Prep leadership reviewed and analyzed the results of the annual Parent Survey.

These conversations continued to provide affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. One area of discussion that specifically impacted our activities for our 19-20 LCAP was around academic interventions. Our plans reflect increased support for literacy and math interventions. 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. Stakeholders expressed supports for the mentoring program, and expressed desires for increased resources for teachers to support mentoring of students who are struggling. Parents suggested additional ways for family engagement.

Summit Public Schools deeply values stakeholder engagement as an important component of developing plans and understanding community needs. Our commitment to robust communication with our families and school community is rooted in a shared organizational value of collaborative decision making. To that end, we have consistently engaged with a comprehensive group of stakeholders to gather input on safety, returning to school, student and family needs (including technology and internet access/bandwidth, supplies), teacher needs (including technology and internet access/bandwidth, teaching tools and professional development). This input, together with a robust engagement from network-wide school administration teams, teachers, and the collective bargaining unit, was used to develop the specific actions and expenditures in the Learning Continuity Plan.

Specifically, we began communicating with families and teachers in the Spring of 2020 to directly understand the needs of each member of our community that would support a transition to equitable learning in school away from our buildings. We did this by providing consistent and transparent communication via email and robocall/text in multiple languages that shared our decision making criteria and opportunities for input. We also sought direct feedback through a series of stakeholder surveys to the following groups: students, parents, faculty.

All surveys were provided via multiple modes of communication and in the two primary home languages of our community: English and Spanish. Students were informed of the survey through their mentors and all stakeholders received multiple emails with survey links. We issued robocalls and robo-text messages to primary caregivers that included URL links to surveys.

We communicated with families directly via email for the first 10 days of the school year to directly share the activities of the day and the model of Virtual School. Through these communications and many other touchpoints over the course of the first few weeks of school, we invited our community stakeholders to share feedback and highlighted the many ways that they can develop relationships with the school. Additionally, we held a Virtual Back to School night where we shared our annual priorities and how parents and caregivers can support their student(s) in Virtual School. After hearing from our school leadership team, families were able to meet their student's teachers and to hear more about what they'll be learning over the course of the year.

After gathering all information from stakeholders, we prepared our plan and held a hearing on September 14th to gather final input.

- Posted to the website
- Shared with families in an email
- Shared the availability of the LCP on school social media channels.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

[Add text here]

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will graduate college-ready.

Identified Need

While we are proud that the Summit Public Schools network has a six year college graduation rate at double the national average (55 percent), we want to better prepare our students with the skills, knowledge, and habits needed to be successful in a 4-year college because of the career and life opportunities that a college degree opens.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers appropriately credentialed	Baseline, 69% Actual, 87.50%	100%
Pupils with access to standards-aligned instructional materials	Baseline,100% Actual, 100%	100%
Implementation of State Standards & Other Pupil Outcomes: Students on-	Baseline, 72% Actual, 63%	59%

track for Common Core cognitive skills:		
Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills	Baseline, 69% Actual, 54%	53%
Students scoring Proficient or higher on Smarter Balanced assessments on ELA	Baseline, All Students: 89% Hispanic Students: 87% White Students: 95% EL Students: 54% SED Students: 84% Actual, All Students: 78.50% Hispanic Students: 65.22% White Students: 100.00% EL Students: 30.77% SED Students: 67.93%	All Students: 85% Hispanic Students: 85% White Students: 85% EL Students: NA SED Students: 85%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:	Baseline, All Students: 47% Hispanic Students: 31% White Students: 82% EL Students: 8% SED Students: 25% Actual, All Students: 39.79% Hispanic Students: 28.26% White Students: 64.70% EL Students: 15.38% SED Students: 16.98%	All Students: 45% Hispanic Students: 30% White Students: 80% EL Students: NA SED Students: 25%
Pupil Achievement: Students admitted to a 4 year college:	Baseline, 100% Actual, 1005	95%
Pupil Achievement: EL Students reclassified to English Proficient:	Baseline, 5% Actual, 8.50%	5%
Pupil Achievement: Average number of years before EL students are	Baseline, 1.8 yrs Actual, 2.8 yrs	3 YRS

reclassified:		
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	Baseline, All Students: 71% Hispanic Students: NA White Students: NA EL Students: NA SED Students: NA SPED Students: NA Actual, All Students: 44.44% Hispanic Students: 43.33% White Students: 37.50% EL Students: 67% SED Students: 33.33% SPED Students: 14.29%	All Students: 72% Hispanic Students: 71% White Students: NA EL Students: NA SED Students: NA SPED Students: NA
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	Baseline,40% Actual, 36.36%	30%
Pupil Engagement: School absenteeism rate:	Baseline, 6.17% Actual, 5.42%	5.5%
Pupil Engagement: Chronic absenteeism rate:	Baseline, All Students: 12.17% Hispanic Students: 10.53% White Students: 5.97% EL Students: 0% SED Students: 11.16% SPED Students: 15.79% Actual, All Students: 12.5% Hispanic Students: 10.1% White Students: 13.6% EL Students: 9.4% SED Students: 13.7% SPED Students: 12.9%	All Students: 16.1% Hispanic Students: 16.4% White Students: 15.2% EL Students: 17% SED Students: 18.9% SPED Students: 15.9%
Pupil Engagement: Middle school dropout rate:	Baseline, NA Actual, NA	NA

Pupil Engagement: High school dropout rate:	Baseline, 4.9% Actual, 1%	3.8%
Pupil Engagement: High school graduation rate:	Baseline, All Students: 80.5% SED Students: NA Hispanic Students: NA Actual, All Students: 98.00% SED Students: 96.70% Hispanic Students: 96.80%	All Students: 85% SED Students: 85% Hispanic Students: 83%
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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 personnel loss and to increase retention.

The following expenditures will be funded by the federal funds: Home Office Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

13,313	Title II, 5000-5999: Services and Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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.

Assessments planned include the following (this list is not exhaustive):

Common Assessment Plan of formative and summative assessments for each course aligned to state and common core standards.

SBAC

ELPAC

PSAT

SAT

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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 directed intervention in a personalized setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.

The following expenditures will be funded by the federal funds: 1000-1999 Certificated Salaries

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$40,960	Title I, 1000-1999 Certificated Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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 a research-based blended learning platform for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a personalized setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

The following expenditures will be funded by the federal funds: 1000-1999 Certificated Salaries

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$40,960	Title I, 1000-1999 Certificated Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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: Teachers serving as mentors provide 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) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides

training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator 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 Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program.

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 postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondary 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)

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Low Income

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goal 2

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

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate: Parents/Families having a family meeting with student's mentor:	Baseline, 100% Actual, 100%	100%
School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:	Baseline, All Students: 81% Hispanic Students: 83% White Students: 87% EL Students: 87% SED Students: 87% Actual, All Students: 88% Hispanic Students: NA White Students: NA EL Students: NA SED Students: NA	All Students: 83% Hispanic Students: 74% White Students: 69% EL Students: 78% SED Students: 83%
[Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	Baseline, All Students: 50% Hispanic Students: 63% White Students: 46% EL Students: 67% SED Students: 69% Actual, All Students: 74% Hispanic Students: NA White Students: NA EL Students: NA SED Students: NA	All Students: 64% Hispanic Students: 74% White Students: 69% EL Students: 78% SED Students: 64%
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	Baseline, 84% Actual, 96%	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."	Baseline, 83% Actual, 95%	81%
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	Baseline, 89% Actual, 87%	85%
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":	Baseline, 84% Actual, 88%	84%
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":	Baseline, 84% Actual, 84%	85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners Foster Youth Low Income

Strategy/Activity

Community Engagement Team: Summit schools have a Community Engagement

Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social

media, family newsletters, translation costs, robocalls and robo text systems.

This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site- based Community Engagement Managers

are trained and supported by a small team housed within the Charter Management

Organization.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Parent Organization & Community Events:

Our school has a parent organization to promote parental involvement, parent

education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Summit Learning Platform: The Summit Learning Platform has a parent-facing

login and interface for families to have instant access to students' work and performance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.   The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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. The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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 Institute, 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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Professional Development & Resources for Teachers: We will provide resources, tools, and professional development training for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and

communication templates.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goal 3

All community members feel safe at school.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic: Unsafe facilities reports examined and addressed within 1 business day:	Baseline, 100% Actual, 95%	100%
Basic: Complaints about facilities repairs:	Baseline, NA Actual, NA	NA
School Climate: Pupil Suspension Rate:	Baseline, All Students: 1.8% SED Students: 2.5% Hispanic Students: 2.5%	All Students: 7.9% SED Students: 9% Hispanic Students: 9%

	Actual, All Students: 4.20% SED Students: 4.90% Hispanic Students: 3.30%	
School Climate: Pupil Expulsion Rate:	Baseline, NA Actual, 0.23%	0%
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:	Baseline, 86% Actual,90%	85%
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:	Baseline, 85% Actual, 89%	83%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":	Baseline,4.4/5 Actual,78%	65%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":	Baseline, 4.32% Actual,87%	NA
School Climate: Faculty members responding positively to "I feel physically safe at school" on faculty survey	Baseline, 73.7% Actual, 100%	85%
School Climate: Required drills completed:	Baseline, 100% Actual,100%	100%

School Climate: Information security breaches addressed with 24 hours:	Baseline, 100% Actual,100%	100%
Safety inspection completed?	Y	Y

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

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 to be trained on facilitating restorative justice properly. All teachers will receive training during site professional development days and we will have professional development calibration during February professional development.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive 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. In addition, School Leaders receive training on implicit bias in the staff selection process.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Emergency Plan Project: Our safety committee maintains 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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

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.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health support to bring site- based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Foster Youth

Low Income

Strategy/Activity

Multi-tiered System of Supports: We are expanding and improving our Multi-tiered System of Supports, with an emphasis on Tier 2 and 3 supports for students who are struggling academically and emotionally. This will be a school-wide effort led by the Dean and Executive Director.

The following expenditures will be funded by the federal funds: NA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 95,232
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 95,232

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,919
Title II	$13,313

Subtotal of additional federal funds included for this school: $ 95,232

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $ 0

Total of federal, state, and/or local funds for this school: $95,232