

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The East Side Union High School District (ESUHSD) is one of the largest 9-12 districts in the state. Serving over 24,000 students in 18 high schools over 180 square miles, the district's mission is to provide a safe and effective learning environment; to provide support for all students and families; to strive for continuous improvement; and to implement clear measurements of success.

In 2009, students, parents and community members from East Side approached Summit Public Schools to discuss the possibility of opening a Summit Model School in the area. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small size to ensure that every student is known well.

Summit Public School Tahoma's students and community are extremely diverse and mirrors the diversity of the district. Our students come from all over San Jose and neighboring cities.

In June 2015, Summit Public School: Tahoma's first class of students graduated from high school. We are proud of what this very diverse founding class accomplished: in this class, every single student (100%) graduated eligible to attend any 4-year college or university. Moreover, every single (100%) Summit Tahoma graduate received acceptance to a 4-year college or university. The Classes of 2016 and 2017 repeated this remarkable accomplishment.

## LCAP Highlights

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

Summit Public School: Tahoma will continue its focus on personalized learning, family partnership and the physical and emotional safety of our community. This year's LCAP includes increased targeted supports for English Language Learners and Special Populations. Some of the main highlights are the continued improvement of our literacy and math intervention courses. We will revise the structure of these courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. We plan to streamline our supports for engaging parents by reducing the number of separate actions we are taking and doing fewer things better. Finally, we are adding the role of Dean of Instruction and Culture to help ensure that all students are learning and growing in class and when they need coaching on behavior that breaks school norms and rules.

## 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

Our primary focus related to LCAP goals related to our math instruction. In 2015-16, just 31% of our 11th grade students met the standards on the CAASPP in math. In the 16-17 school year, we increased professional development for our math teachers. This included an increase in professional development trainings and an increase in classroom coaching. We also made a key change to our math curriculum. In general, our courses aim to help students increase their cognitive skills (e.g. analysis and problem solving) and content knowledge (e.g. understanding expressions and equations). We added a third element to our math curriculum - concept units. While we continued to include project-based learning as a foundation in our math classes, we also emphasized mastery of particular concepts (e.g. demonstrating proficiency in the ability to analyze functions). By bringing concepts as a focus of math classes, we provided students with more practice in applying their mathematical knowledge in addition to their cognitive thinking skills. We also provided targeted tutoring - both in class and after school - to students at-risk of not meeting the standard. This group primarily included low income students and students of color. As a result, in the 2016-17 school year 46% of our 11th grade students met the standards on the CAASPP in math.

In the 17-18 school year, we continued to provide coaching for math teachers - especially around effective instruction of the content units. For the 18-19 school year, we're increasing the number of minutes of math instruction students receive each week from 180 to 225. One of our math teachers will also focus on providing targeted math tutoring for students outside of regular class time.

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**

One area for growth is our graduation rate. Our "all students" graduation rate was 87% (orange). The graduation rate for Hispanic students was higher at 92% (green). However, the graduation rate for socioeconomically disadvantaged students was lower at 83% (red). With small graduating classes of less than 100 students, these numbers are best understood in terms of individual students rather than in terms of percentages. One explanation for the relatively lower graduating rate for socioeconomically disadvantaged students is that in the summer of 2015 we moved our school location from East San Jose to South San Jose. While the majority of students stayed with us through the move, many did not - and some in that group who did not follow us did indeed drop out. Since the move, there were also a few students who dropped out around the time they turned 19 years old, and a couple younger students with social welfare whose needs were greater than the services available at the time. In the 18-19 school year, we're adding a Dean of Students to our administrative team who will increase our capacity to work with partner agencies to provide additional support for students in this situation. In the three years since we've been at our current location, we've obtained information about a number of social service agencies, and a third administrator will help us to formalize those relationships and direct services for our neediest students.

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**

There were no LCFF indicators for which our subgroups under-performed all students by two or more performance levels.

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.

## **Increased or Improved services**

We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. We will continue to improve our program for teacher support and professional development. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.

In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor. To prepare our students for college and career success, we have adopted prominent educational psychologist K. Brooke Stafford-Brizard's (2016) "Building Blocks for Learning" as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.

The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Finally, a Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate.

## 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	\$4,115,286
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$829,133.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,509,119

# Annual Update

LCAP Year Reviewed: **2017-18**

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 graduate college-ready.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Basic: Teachers appropriately credentialed:

**17-18**

100%

**Baseline**

92%

88% (2017-2018 school year, as of 4/13/2018)

**Metric/Indicator**

Basic: Pupils with access to standards-aligned instructional materials:

**17-18**

100%

100% (2017-2018 school year)

Expected

Actual

**Baseline**  
100%

**Metric/Indicator**

Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:

**17-18**  
71%

**Baseline**  
71%

67% (2017-2018, as of 4/13/2018)

**Metric/Indicator**

Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills:

**17-18**  
60%

**Baseline**  
65%

57% (2017-2018 school year, as of 4/13/2018)

**Metric/Indicator**

Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA

**17-18**  
All Students: 38%  
Hispanic Students: 38%  
SED Students: 38%

**Baseline**  
All Students: 81%  
Hispanic Students: 76%  
SED Students: 74%

All Students: 82%  
Hispanic Students: 74%  
SED Students: 70%  
(2016-2017 school year)

**Metric/Indicator**

Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math

All Students: 46%  
Hispanic Students: 22%  
SWS Students: 17%  
(2016-2017 school year)

Expected

Actual

**17-18**  
All Students: 30%  
Hispanic Students: 25%  
SED Students: 25%

**Baseline**  
All Students: 31%  
Hispanic Students: 22%  
SED Students: 22%

**Metric/Indicator**  
Pupil Achievement: Students admitted to a 4 year college:

**17-18**  
95%

**Baseline**  
100%

98% (2016-2017 school year)

**Metric/Indicator**  
Pupil Achievement: EL Students reclassified to English Proficient:

**17-18**  
4%

**Baseline**  
0%

6.1% (2016-2017 school year)

**Metric/Indicator**  
Pupil Achievement: Average number of years before EL students are reclassified:

**17-18**  
3 YRS

**Baseline**  
NA

1.7 YRS

**Metric/Indicator**  
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:

50% (2016-2017 school year)

Expected

Actual

**17-18**

55%

**Baseline**

56%

**Metric/Indicator**

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

**17-18**

35%

**Baseline**

33%

**Metric/Indicator**

Pupil Engagement: School absenteeism rate:

**17-18**

5.5%

**Baseline**

5.51%

**Metric/Indicator**

Pupil Engagement: Chronic absenteeism rate:

**17-18**

10%

**Baseline**

9.87%

**Metric/Indicator**

Pupil Engagement: Middle school dropout rate:

**17-18**

NA

**Baseline**

NA

32% (2017-2018 cohort as of 4/16/2018)

5.6% (2017-2018 school year as of P2 reporting)

14.1% (2017-2018 school year as of P2 reporting)

NA

Expected

Actual

**Metric/Indicator**  
 Pupil Engagement: High school dropout rate:  
**17-18**  
 4.8%  
**Baseline**  
 3.8%

NA, 2016-2017 cohort data is not yet available as CDE is making changes to the graduation rate calculation.

**Metric/Indicator**  
 Pupil Engagement: High school graduation rate:  
**17-18**  
 88%  
**Baseline**  
 87.2%

NA, 2016-2017 cohort data is not yet available as CDE is making changes to the graduation rate calculation.

**Metric/Indicator**  
 Course Access: Students on track to fulfill UC A-G course list requirements (excluding SPED students):  
**17-18**  
 100%  
**Baseline**  
 100%

100% (2017-2018 school year)

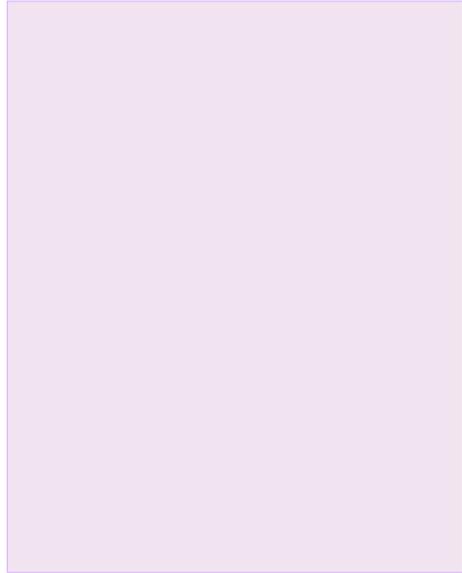
**Actions / Services**

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	5000-5999: Services And Other Operating Expenditures Base \$33,309	5000-5999: Services And Other Operating Expenditures Base \$30,237

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.

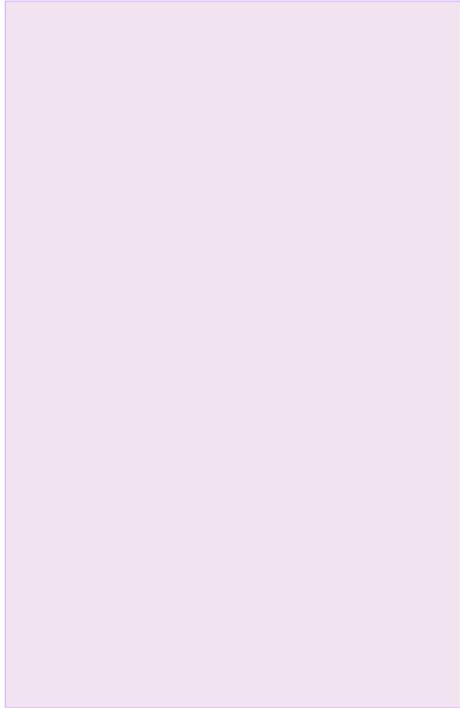


## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Assessments planned include the following (this list is not exhaustive):</p> <ul style="list-style-type: none"> <li>• SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments</li> </ul>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$11,534</p> <p>3000-3999: Employee Benefits Base \$4,948</p> <p>5000-5999: Services And Other Operating Expenditures Base \$1,128</p>	<p>1000-1999: Certificated Personnel Salaries Base \$8,698</p> <p>3000-3999: Employee Benefits Base \$3,617</p> <p>5000-5999: Services And Other Operating Expenditures Base \$7,877</p>

(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



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 support SPED students to address specific literacy gaps.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$7,056</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$3,024</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$7,261</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$4,109</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$1,761</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$21,101</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 support SPED students to address specific numeracy gaps.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$7056</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$3,024</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$8,077</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$4,109</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$1,761</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$15,605</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The community time teacher position does not exist this school year so this time is split by various teachers instead. Administrators spend less time on this service than anticipated.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$61,308</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$26,275</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$26,987</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$11,566</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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:</p> <ol style="list-style-type: none"> <li>1. Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.</li> <li>2. Students have a chance to explore non-academic passions.</li> <li>3. Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs</li> <li>4. Students explore careers via annual Career Days and through Internships.</li> <li>5. Students have an opportunity to explore college options and learn more about the college experience in their junior year.</li> <li>6. Students have an opportunity to obtain support on core academic course work and enhance their learning.</li> </ol>	<p>Implemented as described.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$305,415</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$342,303</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>The Director of Continuous Improvement is responsible for the design and implementation of professional development resources focused on targeted supports for English Language Learners.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$10,201</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$4,372</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$29,944</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$16,433</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$7,043</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$7,822</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$25,579</p> <p>3000-3999: Employee Benefits Base \$10,962</p>	<p>1000-1999: Certificated Personnel Salaries Base \$15,571</p> <p>3000-3999: Employee Benefits Base \$6,673</p>

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$34,687</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$14,866</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$18,306</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$22,613</p>

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)

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$3,843</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$1,647</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$2,769</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$15,800</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$6,772</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$2,350</p>

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$782</p> <p>3000-3999: Employee Benefits Base \$335</p> <p>2000-2999: Classified Personnel Salaries Base \$11,767</p>	<p>1000-1999: Certificated Personnel Salaries Base \$715</p> <p>3000-3999: Employee Benefits Base \$306</p> <p>2000-2999: Classified Personnel Salaries Base \$12,592</p>

Managers to ensure correct attendance is taken.

## Analysis

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 biweekly 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 includes a number of events designed to support parents' engagement with their students' education at our school. Our back to school night and Personalized Learning Plan trainings were well attended and provided teacher-family interactions. 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 Tahoma (covering topics such as youth/adolescent development, our Habits, Community and Culture Program, supporting your student at Tahoma) and other sessions brought in external experts or resources. 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.

Literacy Intervention variance: Added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses

Math Intervention: Added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses

Extended school day: The community time teacher position does not exist this school year so this time is split by various teachers instead. Administrators spend less time on this service than anticipated.

Teacher support and PD: Director of Continuous Improvement did not provide as much support to this service as anticipated

College process support: A lot of this support is centralized to the Director and Manager of College Readiness

Habits of Success: School leaders and support staff from SPS, such as a Habits of Success curriculum manager, provided more support to build out and refine this programming

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.

Because our overall performance was strong, much of this goal will remain the same.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

School Climate: Parents/Families having a family meeting with student's mentor:

**17-18**  
100%

**Baseline**  
100%

100% (2017-2018 school year)

**Metric/Indicator**

School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:

**17-18**  
All Students: 77%  
Asian Students: 77%  
Hispanic Students: 77%  
White Students: 77%  
SED Students: 77%

All Students: 76%  
Asian Students: NA (< 10 respondents)  
Hispanic Students: 83%  
White Students: 69%  
SED Students: NA (<10 respondents)  
(2017-2018 school year)

Expected

Actual

**Baseline**

All Students: 85%  
Asian Students: 100%  
Hispanic Students: 78%  
White Students: 88%  
SED Students: 89%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:

**17-18**

All Students: 58%  
Asian Students: 58%  
Hispanic Students: 58%  
White Students: 58%  
SED Students: 58%

**Baseline**

All Students: 58%  
Asian Students: 84%  
Hispanic Students: 60%  
White Students: 50%  
SED Students: 80%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”:

**17-18**

85%

**Baseline**

93%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.”

All Students: 47%  
Asian Students: NA (< 10 respondents)  
Hispanic Students: 39%  
White Students: 62%  
SED Students: NA (<10 respondents)  
(2017-2018 school year)

85% (2017-2018 school year)

71% (2017-2018 school year)

Expected

**17-18**

78%

**Baseline**

87%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”:

**17-18**

81%

**Baseline**

85%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”:

**17-18**

85%

**Baseline**

86%

**Metric/Indicator**

Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:

**17-18**

78%

**Baseline**

80%

**Metric/Indicator**

Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:

**17-18**

Y

Actual

87% (2017-2018 school year)

79% (2017-2018 school year)

78% (2017-2018 school year)

Y (2017-2018 school year)

Expected

Actual

Baseline  
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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	5000-5999: Services And Other Operating Expenditures Base \$6,334	5000-5999: Services And Other Operating Expenditures Base \$29,987

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as	Did not host certain events such as Coffee with the Directors, Teacher & Learning Tour, or a End of Year Celebration.	1000-1999: Certificated Personnel Salaries Base \$11,559	1000-1999: Certificated Personnel Salaries Base \$6,025

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.

3000-3999: Employee Benefits Base \$4,954

3000-3999: Employee Benefits Base \$2,583

5000-5999: Services And Other Operating Expenditures Base \$3,510

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

Implemented as described.

1000-1999: Certificated Personnel Salaries Base \$354

1000-1999: Certificated Personnel Salaries Base \$416

2000-2999: Classified Personnel Salaries Base \$2641

3000-3999: Employee Benefits Base \$152

3000-3999: Employee Benefits Base \$178

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

Implemented as described.

1000-1999: Certificated Personnel Salaries Base \$7,079

1000-1999: Certificated Personnel Salaries Base \$633

3000-3999: Employee Benefits Base \$3,034

3000-3999: Employee Benefits Base \$271

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 &amp; student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school &amp; 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.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$7,316</p> <p>2000-2999: Classified Personnel Salaries Base \$4,344</p> <p>3000-3999: Employee Benefits Base \$3,135</p> <p>5000-5999: Services And Other Operating Expenditures Base \$25,619</p>	<p>1000-1999: Certificated Personnel Salaries Base \$12,507</p> <p>2000-2999: Classified Personnel Salaries Base \$812</p> <p>3000-3999: Employee Benefits Base \$5,709</p> <p>5000-5999: Services And Other Operating Expenditures Base \$18,409</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

Implemented as described.

1000-1999: Certificated Personnel Salaries Base \$283

1000-1999: Certificated Personnel Salaries Base \$865

3000-3999: Employee Benefits Base \$121

3000-3999: Employee Benefits Base \$371

5000-5999: Services And Other Operating Expenditures Base \$12,414

### Action 7

#### Planned Actions/Services

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 Actions/Services

Implemented as described.

#### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$300

#### Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$881

3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$378

5000-5999: Services And Other Operating Expenditures \$2,610

### Action 8

#### Planned 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.

#### Actual Actions/Services

Implemented as described.

#### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Base \$4,103

#### Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Base \$1,195

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base \$1,795	1000-1999: Certificated Personnel Salaries Base \$3,287
		2000-2999: Classified Personnel Salaries Base \$2,564	
		3000-3999: Employee Benefits Base \$769	3000-3999: Employee Benefits \$1,409

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	We did not implement the Parent Ambassador Institute this year. We instead moved to a project-based parent leadership model where parents have taken on specific projects to support the school.	1000-1999: Certificated Personnel Salaries Base \$2,834	1000-1999: Certificated Personnel Salaries Base \$2,595
		3000-3999: Employee Benefits Base \$1,214	3000-3999: Employee Benefits Base \$1,112
		5000-5999: Services And Other Operating Expenditures Base \$21,308	5000-5999: Services And Other Operating Expenditures \$9,385

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

Implemented as described.

5000-5999: Services And Other Operating Expenditures Base \$11,989

1000-1999: Certificated Personnel Salaries Base \$416  
3000-3999: Employee Benefits Base \$178

**Action 12**

**Planned 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.

**Actual Actions/Services**  
This was more site based than and decentralized than anticipated - SPS Home Office was not as involved as expected

**Budgeted Expenditures**  
1000-1999: Certificated Personnel Salaries Base \$236  
2000-2999: Classified Personnel Salaries Base \$1,738  
3000-3999: Employee Benefits Base \$101  
5000-5999: Services And Other Operating Expenditures Base \$7,993

**Estimated Actual Expenditures**  
1000-1999: Certificated Personnel Salaries Base \$432  
2000-2999: Classified Personnel Salaries Base \$1,160  
3000-3999: Employee Benefits \$682

**Action 13**

**Planned Actions/Services**  
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.

**Actual Actions/Services**  
Implemented as described.

**Budgeted Expenditures**  
1000-1999: Certificated Personnel Salaries Base \$519  
3000-3999: Employee Benefits Base \$223  
5000-5999: Services And Other Operating Expenditures Base \$2,906

**Estimated Actual Expenditures**  
1000-1999: Certificated Personnel Salaries Base \$476  
3000-3999: Employee Benefits Base \$204

# Analysis

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 biweekly 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 included several events designed to support parents' engagement with their students' education at our school. Our back to school night and Personalized Learning Plan trainings were promoted through direct teacher-to-family communication. In the fall and throughout the year, faculty participated in professional development designed to improve communication between teachers and families. Anecdotally, we have received positive feedback from families for increased faculty-family communication this year.

Our parent organization has been focusing on streamlining its volunteer coordination this year. We have continued monthly meetings. Our parent organization has worked on involving mentor group parent leads to lead more outside-of-school community building activities. 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.

Increased parent engagement variance: More community engagement and school communications staff positions were added to increase engagement and community building practices than expected  
Parent Events: Did not host certain events such as Coffee with the Directors, Teacher & Learning Tour, or a End of Year Celebration  
Parent PLP: Teachers needed to spend less time educating parents on the Summit Learning platform  
Mentor Meetings: Fewer ad hoc meetings than expected

Parent Feedback: Parent surveys have been built out and take less time preparing than in the past.

Translations: More support from SPS support staff on this

Parent resources: Admins spent fewer timer organizing since resources have been established.

Parent ambassador: We did not implement the Parent Ambassador Institute this year. We instead moved to a project-based parent leadership model where parents have taken on specific projects to support the school.

PD & resources for teachers: Admins and support staff spent less hours on this than anticipated

Culturally responsive family engagement: This was more site based than and decentralized than anticipated - SPS Home Office was not as involved as expected

Mentor Group Leads: Admins and support staff spent less hours on this than anticipated

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.

In order to more effectively evaluate the impact of the actions and services towards achieving this goal, we have consolidated the list and grouped some of these actions and services together for 2018-2019. You will see these changes reflected in the LCAP in the actions and services list under Goal 3.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

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

**17-18**

100%

**Baseline**

100%

100% (2017-2018 school year)

**Metric/Indicator**

Basic: Complaints about facilities repairs:

**17-18**

0%

**Baseline**

0%

0 (2017-2018 school year)

**Metric/Indicator**

School Climate: Pupil Suspension Rate:

All Students: 4.7%

EL Students: 8.8%

Expected

Actual

**17-18**  
All Students: 3%  
EL Students: 5%

**Baseline**  
All Students: 1.8%  
EL Students: 6.3%

(2017-2018 school year as of 4/13/2018)

**Metric/Indicator**  
School Climate: Pupil Expulsion Rate:

**17-18**  
1%

**Baseline**  
NA

0.0% (2017-2018 school year as of 4/13/2018)

**Metric/Indicator**  
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:

**17-18**  
86%

**Baseline**  
90%

84% (2017-2018 school year)

**Metric/Indicator**  
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:

**17-18**  
85%

**Baseline**  
92%

86% (2017-2018 school year)

**Metric/Indicator**  
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":

4.2 (2017-2018 school year)

Expected

Actual

**17-18**  
3.31%

**Baseline**  
4.16%

**Metric/Indicator**

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

**17-18**  
4.06%

**Baseline**  
4.34%

**Metric/Indicator**

School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey:

**17-18**  
85%

**Baseline**  
85%

**Metric/Indicator**

School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey:

**17-18**  
85%

**Baseline**  
85%

**Metric/Indicator**

School Climate: Required drills completed:

**17-18**  
100%

**Baseline**  
100%

4.4 (2017-2018 school year)

94% (2017-2018 school year)

94% (2017-2018 school year)

100% (2017-2018 school year)

Expected

Actual

**Metric/Indicator**  
 School Climate: Information security breaches addressed with 24 hours:  
**17-18**  
 100%  
**Baseline**  
 100%

100% (2017-2018 school year)

**Metric/Indicator**  
 Safety inspection completed?  
**17-18**  
 Y  
**Baseline**  
 Y

Y (2017-2018 school year)

**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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described. In addition we hired a full time legal counsel to review disciplinary decisions to ensure consistency.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$4,545	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base \$4,710
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$1,948	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base \$2,019
			5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base \$11,674

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Equity and Social Justice Professional Development: As the population at Summit Page 89 of 94 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.</p>	<p>Implemented as described. In addition we hired a full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$947</p> <p>3000-3999: Employee Benefits Base \$406</p>	<p>1000-1999: Certificated Personnel Salaries Base \$12,275</p> <p>3000-3999: Employee Benefits Base \$5,261</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,085</p> <p>3000-3999: Employee Benefits Base \$894</p>	<p>1000-1999: Certificated Personnel Salaries Base \$2,252</p> <p>3000-3999: Employee Benefits Base \$965</p>

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.



### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Implemented as described. The entire tech team engages in this effort as it becomes more important to Summit and public education more broadly.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$101</p> <p>3000-3999: Employee Benefits Base \$43</p> <p>5000-5999: Services And Other Operating Expenditures Base \$2,894</p>	<p>1000-1999: Certificated Personnel Salaries Base \$98</p> <p>3000-3999: Employee Benefits Base \$42</p> <p>5000-5999: Services And Other Operating Expenditures Base \$37,612</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The health/wellness course was not implemented at the parent level.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$6,440</p> <p>3000-3999: Employee Benefits Base \$2,760</p>	<p></p>

## Analysis

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 cybersafety 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.

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.

Restorative Justice Training variance: Hired full legal legal counsel to review disciplinary decisions to ensure consistency

Equity and Social Justice PD: Hired full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias

Information Safety Project: Entire tech team engages in this effort as it becomes more important to Summit and public education more broadly.

Health/wellness: The health/wellness course was not implemented at the parent level.

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 addition of a Dean of Students to our staff team is a significant change and can be found in the actions/services for Goal 3.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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 Tahoma met with parents, students, and staff in March 2018 to review the 18-19 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through 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 17-18 LCAP Annual Update and the 18-19 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

All students graduate college-ready.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Teachers appropriately credentialed:	92%	100%	100%	
Basic: Pupils with access to standards-	100%	100%	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
aligned instructional materials:				
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:	71%	71%	72%	
Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills:	65%	60%	75%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA	All Students: 81% Hispanic Students: 76% SED Students: 74%	All Students: 38% Hispanic Students: 38% SED Students: 38%	All Students: 85% Hispanic Students: 79% SED Students: 75%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math	All Students: 31% Hispanic Students: 22% SED Students: 22%	All Students: 30% Hispanic Students: 25% SED Students: 25%	All Students: 51% Hispanic Students: 27% SED Students: 25%	
Pupil Achievement: Students admitted to a 4 year college:	100%	95%	95%	
Pupil Achievement: EL Students reclassified to English Proficient:	0%	4%	5%	
Pupil Achievement: Average number of	NA	3 YRS	3 YRS	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
years before EL students are reclassified:				
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	56%	55%	55%	
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	33%	35%	37%	
Pupil Engagement: School absenteeism rate:	5.51%	5.5%	5.1%	
Pupil Engagement: Chronic absenteeism rate:	9.87%	10%	13.1%	
Pupil Engagement: Middle school dropout rate:	NA	NA	NA	
Pupil Engagement: High school dropout rate:	3.8%	4.8%	4.8%	
Pupil Engagement: High school graduation rate:	87.2%	88%	88%	
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%	100%	

# Planned Actions / Services

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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$33,309	\$57,872	
Source	Base	LCFF, Title II	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

**Action 2**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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- 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 for 11th graders

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,534	\$1,050	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$4,948	\$359	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$1,128		
Source	Base		
Budget Reference	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	
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2017-18 Actions/Services

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 support SPED students to address specific literacy gaps.

2018-19 Actions/Services

Literacy Intervention: This is an intervention devoted to improving student literacy. The highest need students, such as EL students, receive a directed intervention in a small group setting. This period also enables Special Education teachers to support SPED students to address specific literacy gaps.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,056	\$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$3,024	\$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	\$7,261		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.

#### 2019-20 Actions/Services

small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7056	\$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$3,024	\$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$8,077		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$61,308	\$44,237	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$26,275	\$11,059	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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.

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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

Year	2017-18	2018-19	2019-20
Amount	\$305,415	\$353,000	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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 is responsible for the design and implementation of professional development resources focused on targeted supports for English Language Learners.

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,201	\$2,074	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$4,372	\$518	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	\$29,944		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

### Action 8

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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

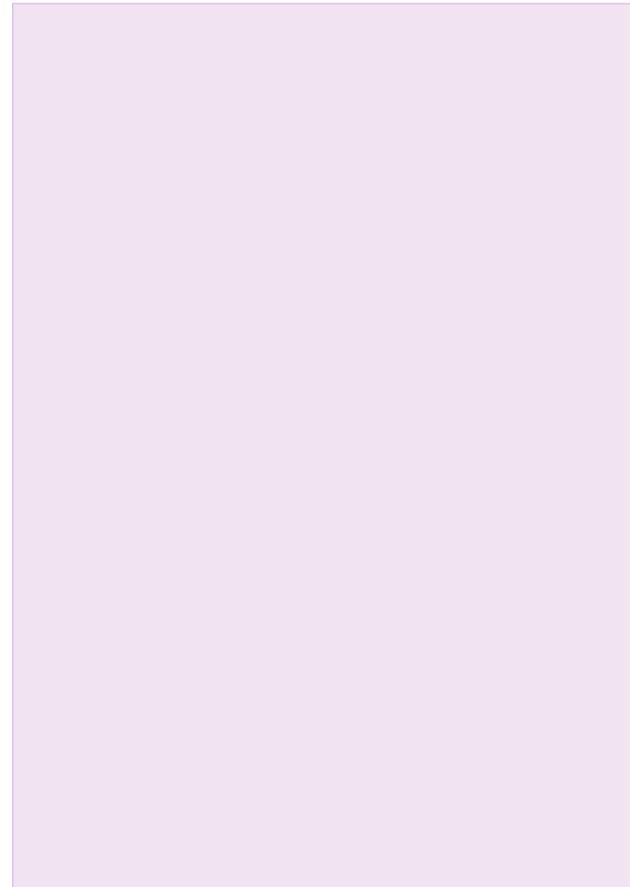
#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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.

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,579	\$19,661	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Amount	\$10,962	\$4,915	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

**Action 9**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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:

2018-19 Actions/Services

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:

2019-20 Actions/Services

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

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

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)

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)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$34,687	\$19,371	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	

Amount	\$14,866		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$18,306		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

**Action 10**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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.

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.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,843	\$4,147	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$1,647	\$1,037	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$2,769		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

## Action 11

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$782	\$11,520	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	\$335	\$2,880	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$11,767		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged 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 Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### 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%	100%	
School Climate: Parents responding positively to	All Students: 85% Asian Students: 100%	All Students: 77% Asian Students: 77%	All Students: 81% Asian Students: NA	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
"I feel connected to my student's school" on parent survey:	Hispanic Students: 78% White Students: 88% SED Students: 89%	Hispanic Students: 77% White Students: 77% SED Students: 77%	Hispanic Students: 85% White Students: 74% SED Students: NA	
Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	All Students: 58% Asian Students: 84% Hispanic Students: 60% White Students: 50% SED Students: 80%	All Students: 58% Asian Students: 58% Hispanic Students: 58% White Students: 58% SED Students: 58%	All Students: 52% Asian Students: NA Hispanic Students: 50% White Students: 67% SED Students: NA	
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	93%	85%	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%	78%	76%	
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	85%	81%	85%	
Parental Involvement: Parents responding positively to "I	86%	85%	84%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
understand what I can do to support my students academically.”:				
Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:	80%	78%	83%	
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:	Y	Y	Y	

## Planned Actions / Services

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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

2017-18 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 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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,334	\$2,765	
Source	Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	
Amount		\$691	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	
Amount		\$27,969	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	
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2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,559	\$16,282	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$4,954	\$4,070	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	\$3,510		
Source	Base		
Budget Reference	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.

#### 2019-20 Actions/Services

interface for families to track attendance records.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$354	\$25,344	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$2641	\$6,336	
Source	Base	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	
Amount	\$152		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,079	\$16,896	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$3,034	\$4,224	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,316		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$4,344		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$3,135		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$25,619		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

**Action 6**

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

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$283		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$121		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	\$12,414		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

### Action 7

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 8**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action		
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2017-18 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.

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

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

**Action 9**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action		
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**2017-18 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 Community of Learning for parent organization leaders across Summit.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,795		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$2,564		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$769		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

**Action 10**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

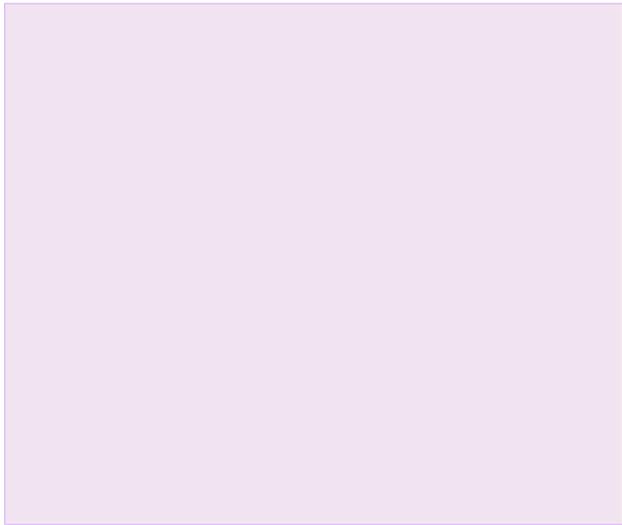
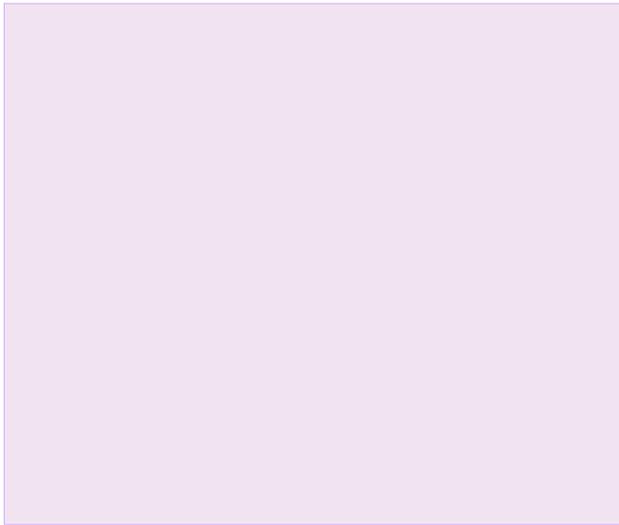
Unchanged Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,834		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$1,214		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$21,308		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

**Action 11**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,989		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

**Action 12**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 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.

**2018-19 Actions/Services****2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$236		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	\$1,738		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	\$101		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$7,993		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

### Action 13

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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**

Year	2017-18	2018-19	2019-20
Amount	\$519		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	\$223		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$2,906		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

All community members feel safe at school.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### 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%	100%	
Basic: Complaints about facilities repairs	0%	0%	0%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Pupil Suspension Rate:	All Students: 1.8% EL Students: 6.3%	All Students: 3% EL Students: 5%	All Students: 4.2% EL Students: 8.3%	
School Climate: Pupil Expulsion Rate:	NA	1%	0%	
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:	90%	86%	85%	
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:	92%	85%	85%	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":	4.16%	3.31%	NA	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":	4.34%	4.06%	NA	
School Climate: Faculty members responding positively to "I feel	85%	85%	85%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
physically safe at school.” on faculty survey:				
School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey:	85%	85%	85%	
School Climate: Required drills completed:	100%	100%	100%	
School Climate: Information security breaches addressed with 24 hours:	100%	100%	100%	
Safety inspection completed?	Y	Y	Y	

## Planned Actions / Services

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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,545	\$6,554	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$1,948	\$1,638	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Equity and Social Justice Professional Development: As the population at Summit Page 89 of 94 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

2018-19 Actions/Services

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.

2019-20 Actions/Services

focused on researching and implementing best practices of culturally responsive pedagogy.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$947	\$1,638	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$406	\$410	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	
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2017-18 Actions/Services

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.

2018-19 Actions/Services

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. We are also installing additional security devices.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,085	\$3,750	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$894	\$938	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

**Action 4**

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

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$101	\$47,466	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	\$43		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$2,894		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	New Action	
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2017-18 Actions/Services

Health/Wellness: We partner with a provider of mental and behavioral health supports 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.

2018-19 Actions/Services

Mental and Behavioral Health Supports: We will continue building partnerships with counseling agencies to increase access to services for our students.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,440	\$10,000	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	\$2,760		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

**Action 6**

[Add Students to be Served selection here]	[Add Location(s) selection here]
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**OR**

English Learners Foster Youth Low Income	LEA-wide	All Schools
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**Actions/Services**

	New Action	
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	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.	
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**Budgeted Expenditures**

Amount		\$79,000	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		\$19,750	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$256202

Percentage to Increase or Improve Services

7.88%

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. We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support.
2. We will continue to improve our program for 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.
3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor.
4. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

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).

5. Social-emotional learning is inextricably linked to academic learning. Students need Habits of Success — a set of skills, mindsets, dispositions and behaviors grounded in the social nature of learning. To prepare our students for college and career success, we adopted prominent educational psychologist K. Brooke Stafford-Brizard’s (2016) “Building Blocks for Learning” as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.

6. The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

7. 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. The addition of the Dean to the school leadership team will increase capacity for case-management and mentoring of unduplicated students needing extra support.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$234,285

Percentage to Increase or Improve Services

8.59%

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.

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).



# 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**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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**

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**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 enter "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 entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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.

# Demonstration of Increased or Improved Services for Unduplicated Students

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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

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).

## Percentage to Increase or Improve Services

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*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	825,979.00	776,495.00	825,979.00	829,133.00	0.00	1,655,112.00
	0.00	14,086.00	0.00	0.00	0.00	0.00
Base	270,055.00	234,612.00	270,055.00	0.00	0.00	270,055.00
LCFF	0.00	0.00	0.00	706,109.00	0.00	706,109.00
LCFF Supplemental and Concentration, LCFF Base	555,624.00	527,797.00	555,624.00	0.00	0.00	555,624.00
LCFF, Title I	0.00	0.00	0.00	9,856.00	0.00	9,856.00
LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
Supplemental and Concentration	300.00	0.00	300.00	0.00	0.00	300.00
Title I	0.00	0.00	0.00	55,296.00	0.00	55,296.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	825,979.00	776,495.00	825,979.00	829,133.00	0.00	1,655,112.00
1000-1999: Certificated Personnel Salaries	208,139.00	139,409.00	208,139.00	239,168.00	0.00	447,307.00
2000-2999: Classified Personnel Salaries	23,054.00	15,445.00	23,054.00	11,520.00	0.00	34,574.00
3000-3999: Employee Benefits	89,207.00	60,861.00	89,207.00	62,767.00	0.00	151,974.00
5000-5999: Services And Other Operating Expenditures	505,579.00	560,780.00	505,579.00	515,678.00	0.00	1,021,257.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	All Funding Sources	825,979.00	776,495.00	825,979.00	829,133.00	0.00	1,655,112.00
1000-1999: Certificated Personnel Salaries	Base	79,443.00	67,261.00	79,443.00	0.00	0.00	79,443.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	187,046.00	0.00	187,046.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	128,696.00	72,148.00	128,696.00	0.00	0.00	128,696.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	0.00	0.00	0.00	7,885.00	0.00	7,885.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	44,237.00	0.00	44,237.00
2000-2999: Classified Personnel Salaries	Base	23,054.00	14,564.00	23,054.00	0.00	0.00	23,054.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	11,520.00	0.00	11,520.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	881.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		0.00	2,091.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	34,051.00	27,470.00	34,051.00	0.00	0.00	34,051.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	49,737.00	0.00	49,737.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration, LCFF Base	55,156.00	31,300.00	55,156.00	0.00	0.00	55,156.00
3000-3999: Employee Benefits	LCFF, Title I	0.00	0.00	0.00	1,971.00	0.00	1,971.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	11,059.00	0.00	11,059.00
5000-5999: Services And Other Operating Expenditures		0.00	11,995.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	133,507.00	125,317.00	133,507.00	0.00	0.00	133,507.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	457,806.00	0.00	457,806.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration, LCFF Base	371,772.00	423,468.00	371,772.00	0.00	0.00	371,772.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	300.00	0.00	300.00	0.00	0.00	300.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	649,475.00	594,421.00	649,475.00	553,412.00	0.00	1,202,887.00
<b>Goal 2</b>	153,441.00	105,166.00	153,441.00	104,577.00	0.00	258,018.00
<b>Goal 3</b>	23,063.00	76,908.00	23,063.00	171,144.00	0.00	194,207.00

\* Totals based on expenditure amounts in goal and annual update sections.