

**Introduction:**

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LCAP Year: 2015/2016

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Parents, students, and faculty were given two avenues for contributing to and reviewing the LCAP: a survey and an in-person meeting. For all groups, the same draft of the LCAP was presented for review.</p> <p>Students completed the survey in class during Community time. The student meeting was held during lunch; the meeting was open to all students, and teachers encouraged specific students to attend based on their personal knowledge of the students. In total, 69% of students responded to the survey, while 9 students attended the lunch meeting.</p> <p>Faculty, including teachers, office managers, and admin, were e-mailed the survey, with a small number of follow-up e-mails sent to</p>	<p>The extensive feedback was reviewed by the mini-team responsible for the LCAP. In many cases, the feedback received was not directly applicable to the LCAP; this feedback was brought to the appropriate faculty members for review and evaluation – this included feedback on things from the school lunches to grading.</p> <p>In other cases, the feedback made specific requests that it is not feasible for the school to implement, such as more hours of after school support. However, the team recognized that this feedback was identifying a topic that was important to stakeholders, and the team evaluated how the school could address the identified need by working smarter within the constraints of the school, rather than working more. Actions were revised, often with an eye towards helping teachers to be more efficient or effective with the time they had.</p>

<p>them. The in-person meeting was held during lunch. All faculty were invited to the optional meeting. 74% of faculty took the survey 4 teachers attended the lunch meeting.</p> <p>A very active campaign to get parents to take the survey was held, including regular e-mails, phone calls home to parents without e-mails, paper surveys available at the front desk, mentors following up with students, and several participation-based contests. The in-person parent meeting was held in the evening, and a similar campaign to encourage attendance at the meeting was held. In total, 54.3% of families were represented in the parent survey, and ten parents attended the evening meeting.</p> <p>All major subgroups were represented in both the student and parent feedback. Significant effort was spent in recruiting low income and Latino families: a Spanish-speaking contractor was hired to perform the phone calls home to parents, paper surveys were made available in Spanish and English, and Office Managers were trained to help parents complete the survey in person when they arrived at school.</p>	<p>Some feedback called out issues that the school recognized as needing to be directly addressed. Bullying and harassment was one such topic. While not identifying an overwhelming culture problem, the feedback was serious enough that additional resources were brought to bear on the issue resulting in additional actions and revised actions.</p>
<p><b>Annual Update:</b> Parents, students, and faculty were given two avenues for contributing to and reviewing the LCAP: a survey and an in-person meeting. For all groups, the same draft of the LCAP was presented for review.</p> <p>Students completed the survey in class during Community time. The student meeting was held during lunch; the meeting was open to all students, and teachers encouraged specific students to attend based on their personal knowledge of the students. In total, 69% of students responded to the survey, while 9 students attended the lunch meeting.</p> <p>Faculty, including teachers, office managers, and admin, were e-</p>	<p><b>Annual Update:</b> Very few stakeholders showed any interest in the Annual Update, instead choosing to focus on the actions for next year. Some faculty members added clarifying details to actions in the Annual Update.</p>

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## **Section 2: Goals, Actions, Expenditures, and Progress Indicators**

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.



**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 Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL:</b>	All students will graduate college ready.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	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.
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<b>Goal Applies to:</b>	<b>Schools:</b> All
	<b>Applicable Pupil Subgroups:</b> All

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Basic: Teachers appropriately credentialed: 100% Basic: Pupils with access to standards-aligned instructional materials: 100% Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 70% Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 50% Pupil Achievement: API – not currently in use. Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments: 35% (no baseline data available) Pupil Achievement: Students passing both parts of CAHSEE during 10 <sup>th</sup> grade: 90% Pupil Achievement: Unduplicated students passing both parts of CAHSEE during 10 <sup>th</sup> grade: 83% Pupil Achievement: Students admitted to a 4 year college: 95% or higher Pupil Achievement: EL Students reclassified to English Proficient: 15% Pupil Achievement: Average number of years before EL students are reclassified: 3 years Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 60% Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 30% Pupil Engagement: School absenteeism rate: 4% or lower Pupil Engagement: Chronic absenteeism rate: 9% Pupil Engagement: Middle school dropout rate: Not Applicable Pupil Engagement: High school dropout rate: 5% Pupil Engagement: High school graduation rate: 90% Course Access: Students on-track to fulfill UC A-G course list requirements: 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>HR Policy Support: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.</p>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$37,571  <u>Source:</u>  LCFF Base  <u>Exp Code:</u>  5000-5999:  Services and Other  Operating  Expenditures</p>
<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, Assessments planned include the following (this list is not exhaustive):  NWEA MAP - Math and Reading test, used for preassessment of all students, 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 preassessment  AAPPL - Spanish proficiency</p>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,615  <u>Source:</u>  LCFF Base  <u>Exp Code:</u>  1000-1999:  Certificated Personnel  Salaries  5000-5999:  Services and Other  Operating  Expenditures</p>
<p>Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. Students who are behind grade</p>	All schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$31,360  <u>Source:</u>  LCFF  Supplemental  &amp;</p>

<p>level in literacy are placed in a literacy remediation program, with regular teacher interaction to support. The design of the program frees teachers who are most proficient at literacy instruction to target the highest need students in an intensive small group setting, such as EL students. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.</p>			<p>Concentration LCFF Base <u>Exp Code:</u> 1000-1999: Certificated Personnel Salaries</p>
<p>Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The design of the program frees teachers who are most proficient at numeracy instruction to target the highest need students in an intensive small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$42,074 <u>Source:</u> LCFF Supplemental &amp; Concentration LCFF Base <u>Exp Code:</u> 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures</p>
<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</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$68,800 <u>Source:</u> LCFF Supplemental &amp; Concentration LCFF Base <u>Exp Code:</u></p>

<p>school is provided to students.</p>			<p>1000-1999: Certificated Personnel Salaries</p>
<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: 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. Additionally, the Expeditions will program will be working to integrate themselves into the personalized learning platform to give students a more cohesive experience when transitioning in and out of Expeditions periods.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$334,000  <u>Source:</u>  LCFF  Supplemental &amp;  Concentration  LCFF Base  <u>Exp Code:</u>  5000-5999:  Services and  Other  Operating  Expenditures</p>
<p>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</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$27,192  <u>Source:</u>  LCFF  Supplemental  &amp;</p>

<p>teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. This year, the professional development program will be significantly expanded, with a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.</p>			<p>Concentration LCFF Base <u>Exp Code:</u> 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures</p>
<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</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$35,856 <u>Source:</u> LCFF Base <u>Exp Code:</u> 1000-1999: Certificated Personnel Salaries</p>



<p>and implement college information nights. The Director also works with the College Readiness program.</p> <p>4) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)</p>			
<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 in the beginning stages of building a cohesive program to help students grow their habits of success. This year, the program will be piloted with a few teachers in the school to help understand what is effective, what isn't effective, and what's the appropriate measure of growth.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,530</p> <p>Source: LCFF Supplemental &amp; Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures</p>
<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</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,219</p> <p>Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries</p>



<p>students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.</p>			<p>2000-2999: Classified Personnel Salaries</p>
<p>Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions challenges, implemented using the same methodologies as the regular school year.</p>	<p>All schools</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,167  <u>Source:</u>  LCFF  Supplemental  &amp;  Concentration  Majority of  actual  program  costs funded  by private  funding  LCFF Base  <u>Exp Code:</u>  1000-1999:  Certificated  Personnel  Salaries  5000-5999:  Services and  Other  Operating  Expenditures</p>

<p>GOAL:</p>	<p>Parents are partners in supporting their students and the school.</p>	<p>Related State and/or Local Priorities:  1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__</p>
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COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Identified Need :	Research shows that students with involved parents are more likely to: a) 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 to be partners with us in supporting their student's education as well as the school. Our most recent parent survey results indicated that we have openings to build stronger relationships with parents and engage them more strongly in their students' educations.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p>Metrics will be reevaluated after Spring 2015 Parent Survey.</p> <p>School Climate: Parents/Families having a family meeting with student's mentor: 100%</p> <p>School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 75%</p> <p>Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 60%</p> <p>Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 83%</p> <p>Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school.": 75%</p> <p>Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 79%</p> <p>Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 84.5%</p> <p>Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 77%</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has a full-time Director of Family Engagement as well as partial dedicated time from Summit's Chief External Relations Officer and Development &	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,056 <u>Source:</u> LCFF Base <u>Exp Code:</u> 5000-5999: Services and

<p>Communications Manager to support family engagement and communications.</p>			<p>Other Operating Expenditures</p>
<p>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, Teaching &amp; Learning Tours, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$21,123</p> <p>Source: LCFF Base</p> <p>Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenses</p>
<p>Parent PLP: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,403</p> <p>Source: LCFF Base</p> <p>Exp Code: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services and Other Operating</p>

<p>Mentor Meetings: At the beginning of the year, mentors meet with every student &amp; 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.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$11,520  Source:  LCFF Base  Exp Code:  1000-1999:  Certificated  Personnel  Salaries</p>
<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. We will expand this service in future years to pilot both attendance and project due date reminders. 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.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$14,355  Source:  LCFF Base  Exp Code:  1000-1999:  Certificated  Personnel  Salaries  2000-2999:  Classified  Personnel  Salaries  5000-5999:  Services and  Other  Operating</p>
<p>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, the Director of Family Engagement will hold feedback interviews. Once a year, schools will hold LCAP Parent Engagement sessions.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,014  Source:  LCFF Base  Exp Code:  1000-1999:  Certificated  Personnel  Salaries  5000-5999:</p>

			Services And Other Operating Expenditures
Parent Ambassador Trainings: To empower parents with the knowledge and skills they need to support their school, we will hold Parent Ambassador Trainings in the fall.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$415 <u>Source:</u> LCFF Base <u>Exp Code:</u> 5000-5999: Services And Other Operating Expenditures
Translations: To reach our diverse audiences, we will translate both written and verbal communications into Spanish or other languages, as needed.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$300 <u>Source:</u> LCFF Supplemental & Concentration <u>Exp Code:</u> 5000-5999: Services And Other Operating Expenditures
Parent Resources: We will have robust resources (i.e., websites, playlists, videos, etc.) that provide parents information on the Summit student experience and how they can better support their students.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,226 <u>Source:</u> LCFF Base <u>Exp Code:</u> 5000-5999: Services And Other Operating

			Expenditures
<p>Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We will promote cross-communications and sharing of best practices across all schools' parent organizations.</p>	All Schools	<p><u>  X  </u> ALL  OR:  <u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$3,952  Source:  LCFF Base  Exp Code:  1000-1999:  Certificated  Personnel  Salaries</p>

GOAL:	All community members feel safe at school	<p>Related State and/or Local Priorities:  1 <u>  X  </u> 2__ 3__ 4__ 5__ 6 <u>  X  </u> 7__ 8__  COE only: 9__ 10__  Local : Specify _____</p>
Identified Need :	<p>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.</p>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	<p>Survey metrics will be reevaluated after Spring 2015 surveys are conducted.</p> <p>Basic: Complaints about facilities repairs: 0  School Climate: Pupil Suspension Rate: 3%  School Climate: Pupil Expulsion Rate: 1%  School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 85  School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 83.5%</p>	

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”: 3.3  
 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most students in this school treat adults with respect”: 3.4  
 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”: 4.05  
 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “I can usually be myself around other students at this school.”: 4  
 School Climate: Students responding “No” to “During this school year, have other students harassed or bullied you?” on YouthTruth survey: 72%  
 School Climate: Students responding “Yes” to “Availability of an adult who would be willing to help with a personal problem.” on YouthTruth survey: 72%  
 School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey: 90% or higher  
 School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey: 90% or higher  
 School Climate: Information security breaches addressed with 24 hours: 100%  
 School Climate: Required drills completed: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 to be trained on facilitating restorative justice properly. All teachers will receive training during site professional development days and we will have professional development calibration during February professional development.	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,144 <u>Source:</u> LCFF Base, LCFF Supplemental & Concentratio n <u>Exp Code:</u> 1000-1999: Certificated Personnel Salaries

<p>Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,328  <u>Source:</u>  LCFF Base  <u>Exp Code:</u>  1000-1999:  Certificated Personnel Salaries</p>
<p>Emergency Plan Project: To ensure the physical safety of students, the school leaders and teachers will seek input from professionals in devising a comprehensive safety plan to address a variety of emergencies and situations. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures. A safety committee will be formed, including members of the operations team, the HR team, the facilities team, and school faculty.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,029  <u>Source:</u>  LCFF Base  <u>Exp Code:</u>  1000-1999:  Certificated Personnel Salaries  5000-5999:  Services and Other Operating Expenditures</p>
<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.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,640  <u>Source:</u>  LCFF Base  <u>Exp Code:</u>  1000-1999:  Certificated Personnel Salaries  5000-5999:  Services and</p>



			Other Operating Expenditures
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 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 Education Code 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 schoolsites 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?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	Goal #1: Increase percentage of unduplicated 10 <sup>th</sup> graders who pass each part of the CAHSEE (ELA and Math) on the first try.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Language Learners and Low income students		
Expected Annual Measurable Outcomes:	Increase Unduplicated student pass rate from 91.7% in both tests to 92.5% in both tests.	Actual Annual Measurable Outcomes:	82% of unduplicated 10 <sup>th</sup> graders passed both parts of the CAHSEE (82% passed Math, 96% passed ELA)	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Curriculet: Reading program used by students on a daily basis to improve literacy.		Curriculet: 30.5K Source: Base Expense: 5000-Services & Ops; 1000-Cert. Salaries	Implemented as described	
Scope of service:	All Schools		Scope of service:	All Schools
_X_ ALL			_X_ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
In-class diagnostics and practice		In-class diagnostics and practice: 0.4K Source: Base Expense: 1000-	Implemented as described	
			\$141	

		Cert. Salaries			
Scope of service:	All schools		Scope of service:	All schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
In-class targeted instruction		In-class targeted instruction: 30.5K Source: Base Expense: 1000-Cert. Salaries	Implemented as described		\$21,506
Scope of service:	All schools		Scope of service:	All schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Reading Plus Initiative: Reading Plus is literacy program designed for students who are one or more grade levels behind. There is also extensive pre-assessment, teacher intervention, and post-assessment involved in the initiative.		Reading Plus Initiative: 104.9K Source: Supplemental Expense: 1000-Cert. Salaries	Implemented as described		\$71,615
Scope of service:	All schools		Scope of service:	All schools	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal has been subsumed as a metric in the new LCAP template. Summit was successful in significantly increasing pass rate for ELA, so ELA related actions do not need to be significantly changed. Math performance decreased, indicating a need to revisit math-related actions.</p> <p>Increase our focus on Summit Solves (30 minutes, 4 times per day using Khan Academy) and iterate the structure based on CAHSEE results.</p> <p>Make mentors the primary coaches for CAHSEE preparations and start setting goals and making plans at the beginning of sophomore year.</p>
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Original GOAL from prior year LCAP:	Goal #2: Better align grades given out in courses with mastery of CCSS. Since no state assessment for CCSS is available, mastery of CCSS is measured based on a skills rubric aligned to CCSS designed in partnership with Stanford University. Proficiency of CCSS is measured as being "at grade-level" on the rubric.	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increase % of all students at grade level on rubric Increase from 43.6% to 47%  Increase % of Unduplicated students at grade level on rubric Increase from 36.6% to 40%	Actual Annual Measurable Outcomes:	% students on grade level: 61%  Unduplicated students on grade level: 46%
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
In-class Literacy and Numeracy teaching	In-class Literacy and Numeracy teaching: 685.0K	Implemented as described.	\$594,578

		Source: Base, Title, EPA, SPED Expense: 1000-Cert. Salaries			
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
NWEA MAP Test for pre-assessment, formative assessment, and post assessment		NWEA MAP Test: 11.0K Source: Base Expense: 1000 – Cert. Salaries, 5000-Services & Ops	Implemented as described		\$5,154
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Weekly data analysis and coaching for all teachers on student performance		Weekly coaching: 13.9K Source: Base Expense: 1000-Cert. Salaries	Implemented as described		\$11,813
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR:			OR:		

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Professional development on teaching CCSS skills to struggling students, including students with language barriers		Professional Development: 13.5K Source: Base, Title, EPA Expense: 1000-Cert. Salaries	Implemented as described		\$17,884
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Summer workshops to improve skills of struggling students		Summer workshops: 17.1K Source: Supplemental Expense: 5000-Services & Ops	Implemented. Privately funded.		\$0
Scope of service:	All		Scope of service:	All	
<input type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Targeted out of class instruction		Targeted out of class instruction: 15.2K Source: Base, Title	Implemented as part of Extended School Day		\$10,753

		Expense: 1000-Cert. Salaries			
Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<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 as increased access to curriculum, technology, and internet before and after school</p>		<p>Extended school day: 112.5K  Source:  Supplemental, Base  Expense: 1000-Cert. Salaries</p>	Implemented as described		\$43,012
Scope of service:	All		Scope of service:	All	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>This goal has been subsumed as a metric in the new template. Academic preparedness of students remains a major part of Summit’s mission; however, the metric will need to be modified to match significant changes in how rubric is used. (Calculation method used in this goal will not be valid in the future). Actions to be expanded commensurate with rewriting of goal. In-class literacy and numeracy teaching action to be modified to more holistic program.</p>			

Original GOAL from prior year LCAP:	Goal #3: Increase % of parents responding Agree or Strongly Agree to questions regarding school safety and school decision making	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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<b>Expected Annual Measurable Outcomes:</b>	<p>Increase from 86% to 87% of parents responding positively to “I feel my child is physically safe at school” on survey</p> <p>Increase from 81% to 82% of parents responding positively to “I feel my child is emotionally safe at school” on survey</p> <p>Increase from 52% to 53.5% of parents responding positively to “When I report a concern, my child’s school addresses my concern.” on survey</p> <p>Increase from 35% to 37% of parents responding positively to “I am satisfied with my level of influence on school decisions” on survey</p>	<b>Actual Annual Measurable Outcomes:</b>	<p>% parents responding positively to “I feel my child is physically safe at school” on mid-year survey: 84%</p> <p>% parents responding positively to “I feel my child is emotionally safe at school” on mid-year survey: 83%</p> <p>% parents responding positively to “When I report a concern, my child’s school addresses my concern.” on mid-year survey: 74%</p> <p>% parents responding positively to “I am satisfied with my level of influence on school decisions” on mid-year survey: 65%</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
Director of Family Engagement: coordinate family communication, coordinate events and requests for parent engagement and feedback	Director of Family Engagement: 12.1K Source: Base Expense: 5000- Services & Ops	Implemented as described		\$12,857
Scope of service:	All	Scope of service:	All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		



<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
New Parent Orientation: Introduction for new families to community		New Parent Orientation: 1.5K Source: Base Expense: 1000- Cert. Salaries	Held August 19, 2014		\$1,122
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Back to School Night: celebration of the beginning of new school year		Back to School Night: 1.9K Source: Base Expense: 1000- Cert. Salaries	Held September 9, 2014		\$2,264
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Coffee with the Principal: regular open meetings where all parents may attend and chat with the principal		Coffee with the Principal: 0.9K Source: Base Expense: 1000- Cert. Salaries	Became part of Teaching and Learning Tours (see below)		\$0
Scope of service:	All		Scope of service:		

<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Personalized Learning Plan Meetings: Annual goal setting meeting of mentor, parent, and student		Personalized Learning Plan Meetings: 20.0K Source: Base, Title, EPA Expense: 1000-Cert. Salaries	Implemented		\$11,319
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Weekly communications to parents		Weekly communications to parents: 18.5K Source: Base Expense: 1000-Cert. Salaries	Implemented as described		\$15,751
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Parent Organization Team		Parent Organization	Held monthly		\$3,767

		Team: 4.6K Source: Base Expense: 1000- Cert. Salaries		
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Teaching and Learning Tours – opportunities for parents of current students to come in and talk to the principal or assistant principal and then see the classrooms in action		Teaching and Learning Tours: 0.5K Source: Base Expense: 1000- Cert. Salaries	Held roughly monthly from September to April	
				\$933
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Mentor – teacher that acts as counselor for student for all four years of schooling. Primary point of contact for both family and student, acts as an advocate and emotional support for student		Mentoring: 60.9K Source: Base, EPA Expense: 1000- Cert. Salaries	Implemented as described	
				\$43,012
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

<u>  </u> Other Subgroups:(Specify)_____	<u>  </u> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been subsumed as a metric in the new template. Most targets were met; a slight decrease in parent feelings of physical safety is noted. Open-ended survey response indicates harassment as one source of this issue, which is being addressed in the actions going forward.

Original GOAL from prior year LCAP:	Goal #4: Maintain our current high standards of hiring and ensure that all courses are taught by credentialed highly qualified teachers	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2_ 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of core academic classes taught by appropriately credentialed teachers	Actual Annual Measurable Outcomes: 100% of core academic classes taught by appropriately credentialed teachers	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teacher recruitment and hiring: Providing an appropriate selection of courses to fulfill A-G requirements	Teacher recruitment and hiring: 21.2K Source: Base Expense: 5000- Services & Ops	Implemented	\$23,571
Scope of service:	All	Scope of service:	All
<u>  </u> X ALL		<u>  </u> X ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Annual internal credential audit and upkeep of credential database		Annual internal credential audit and upkeep of credential database: 1.7K Source: Base Expense: 5000- Services & Ops	Implemented		\$1,370
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal has been subsumed as a metric in the new template. The actions will continue to be implemented, as appropriate credentialing remains a priority of the school.			

Original GOAL from prior year LCAP:	Goal 5: Decrease daily absenteeism rate from 2012-2013 average rate of 8.79%		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual	Decrease absenteeism from 8.79% to 8.5% over the year		Actual Annual	End of May Year to Date Absenteeism: 3.29%

Measurable Outcomes:		Measurable Outcomes:		
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Attendance contract meetings: supporting students struggling with coming to school		Attendance contract meetings: 1.8K Source: Base Expense: 1000-Cert. Salaries	9 contract meetings held this year  \$2,085	
Scope of service:	All		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Daily attendance check-ins by Office Manager		Daily attendance check-ins by Office Manager: 1.5K Source: Base Expense: 2000-Class. Salaries	Office Manager receiving significantly increased support on attendance, and how to work with teachers and school leaders to improve attendance taking  \$1,070	
Scope of service:	All		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Increase Office Manager time and capacity for attendance		Increase Office Manager time and capacity for attendance: 2.75K Source: Base Expense: 4000-Inst. Materials	Decreased Office Manager workload in recruitment and enrollment; Office Manager time redirected to managing attendance and calling parents.	\$2,000
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Finish Strong Campaign: Effort to keep student morale up during end of year crunch		Finish Strong Campaign: 5.8K Source: Base Expense: 1000-Cert. Salaries	Not implemented. Attendance results strong, and no signs of student morale dropping.	\$0
Scope of service:	All		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal has been subsumed as a metric in the new template. Attendance remains a mandatory metric for LCAP. We will continue to increase support and capacity for Office Manager around attendance		

GOAL from prior year LCAP:	not including students with modified graduation requirements due to IEPs	1__ 2__ 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain 100% of students on-track to graduate with UC A-G requirements fulfilled, not including students with modified graduation requirements due to IEPs	Actual Annual Measurable Outcomes: 100% of students on-track to meet UC A-G requirements
<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Summit Public Schools – Expeditions: Visual and Performing Arts classes and Electives provided to students	Summit Public Schools – Expeditions: 171.9K Source: Base Expense: 5000- Services & Ops	Implemented as described  \$92,250
Scope of service:	All	Scope of service:
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Transcript audits: ensuring all students are on track	Transcript audits: 2.6K Source: Base Expense: 1000- Cert. Salaries	Performed as part of course enrollment process during beginning of the year  \$1,628



Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has been subsumed as a metric in the new template. The Expeditions program will continue, as UC course access remains a priority in our school		

**Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>185,885</u>
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Funds will be spent schoolwide on initiatives aimed at increasing parent engagement; improving literacy and numeracy for students; supporting high student access to college; providing more effective and increased opportunities for students to improve Common Core skills, CAHSEE performance, and SBAC performance; and supporting students' character development. Experience and research shows that students recognize when they are being singled out, and any targeted intervention is best done in a fashion that minimizes this stigma. As such, all initiatives are schoolwide, but within all of these initiatives, a significant amount of direct attention is given to unduplicated students, and in some cases, the design of the initiative is meant to allocate resources to free teachers to directly address the needs of unduplicated students in separate classrooms.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.88	%
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As many of our initiatives provide additional support to unduplicated students as part of their core structure, expansion of the whole initiative will certainly include a growth in the support for unduplicated students. In the 15-16 school year, we will be significantly expanding the college process support for unduplicated students at all grade levels, including both direct student support and indirect support via parents, scholarship opportunities, and better college information. The new Habits of Success program and the expansion of Expeditions also provide more services for unduplicated students than the general populace. By and large, our students with the most gaps in their Habits of Success come from low-income families, immigrant families, and non-college-going families - families that do not have the time or resources to devote to helping their students to grow these habits at home. The Expeditions program expansion will provide students with access to adults who will help them explore their passions and connect them with external resources - things that affluent families and families with high social capital are able to provide independently. Lastly, our PD work spends a great deal of focus on intervening with the most struggling students, a group that is unfortunately

comprised of mostly unduplicated students.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

01-13-15 [California Department of Education]