LCFF Budget Overview for Parents

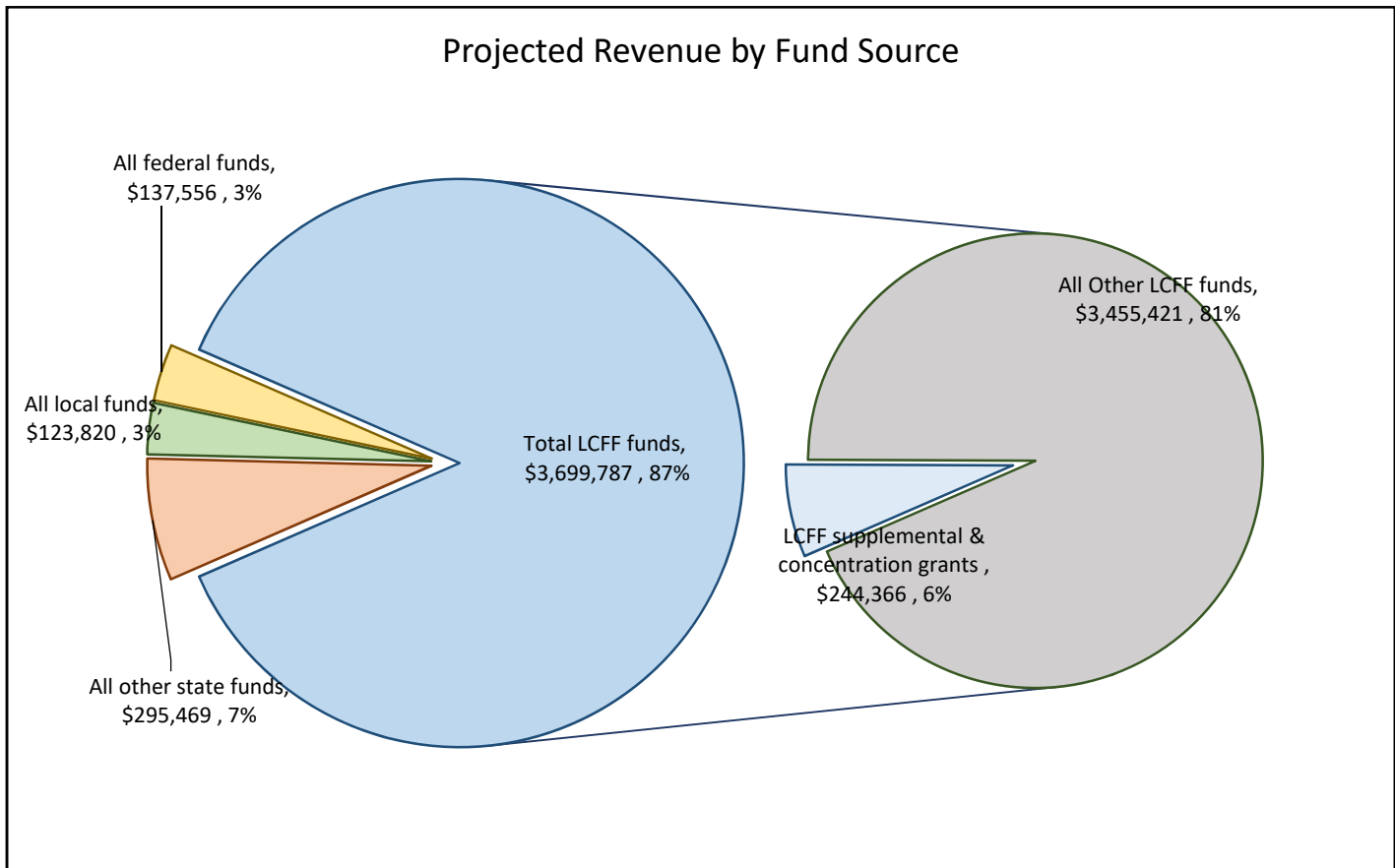Local Educational Agency (LEA) Name: Summit Public School:Tahoma

CDS Code: 43104390123794

Local Control and Accountability Plan (LCAP) Year: 19-20

LEA contact information: Jonathan Stewart

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 19-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $137,556 , 3%

All local funds, $123,820 , 3%

All other state funds, $295,469 , 7%

Total LCFF funds, $3,699,787 , 87%

All Other LCFF funds, $3,455,421 , 81%

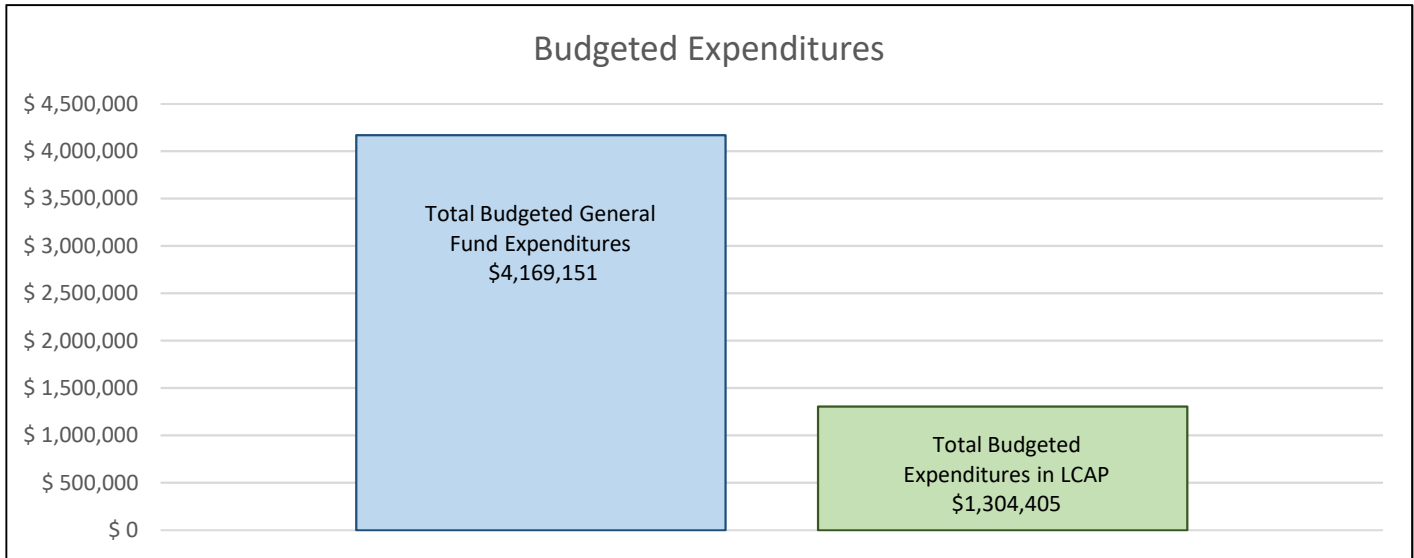LCFF supplemental & concentration grants , $244,366 , 6%

This chart shows the total general purpose revenue Summit Public School:Tahoma expects to receive in the coming year from all sources.

The total revenue projected for Summit Public School:Tahoma is $4,256,632.00, of which $3,699,787.00 is Local Control Funding Formula (LCFF), $295,469.00 is other state funds, $123,820.00 is local funds, and $137,556.00 is federal funds. Of the $3,699,787.00 in LCFF Funds, $244,366.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Acccountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures $4,169,151

Total Budgeted Expenditures in LCAP $1,304,405

This chart provides a quick summary of how much Summit Public School:Tahoma plans to spend for 19-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Summit Public School:Tahoma plans to spend $4,169,151.00 for the 19-20 school year. Of that amount, $1,304,405.00 is tied to actions/services in the LCAP and $2,864,746.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
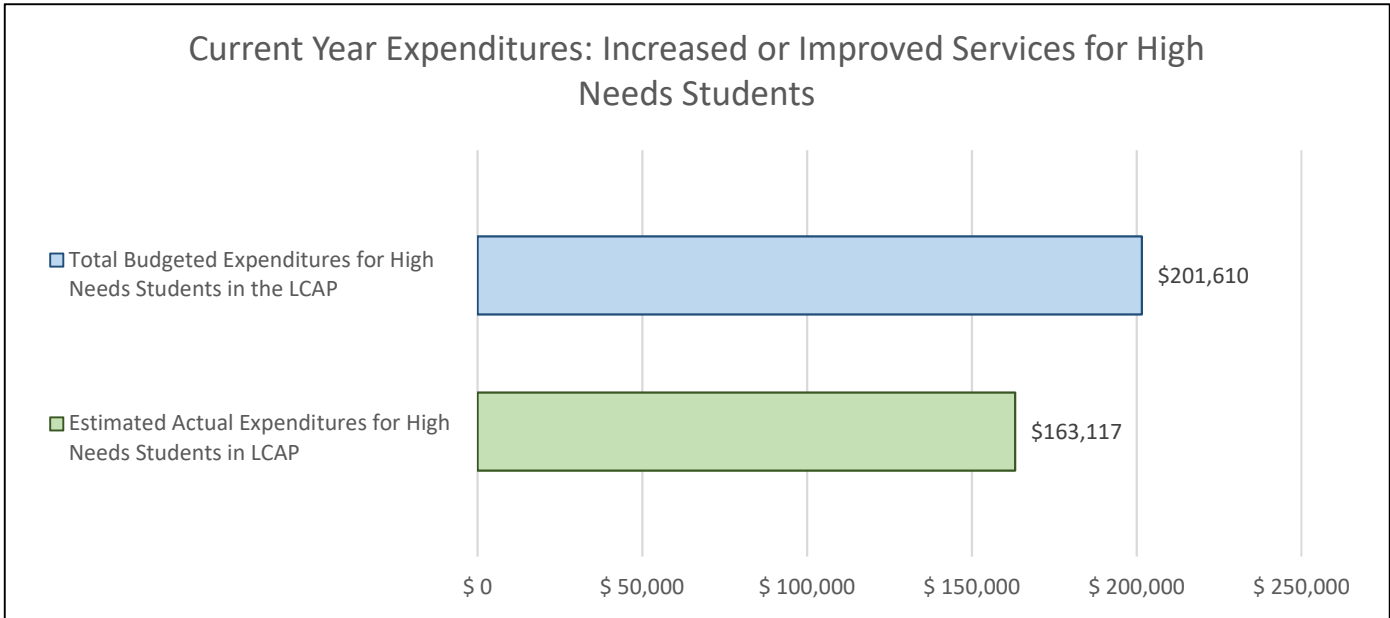
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in 19-20

In 19-20, Summit Public School:Tahoma is projecting it will receive $244,366.00 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School:Tahoma must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Summit Public School:Tahoma plans to spend $780,168.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 18-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$201,610
Estimated Actual Expenditures for High Needs Students in LCAP	$163,117

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

This chart compares what Summit Public School:Tahoma budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summit Public School:Tahoma estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 18-19, Summit Public School:Tahoma's LCAP budgeted $201,610.00 for planned actions to increase or improve services for high needs students. Summit Public School:Tahoma estimates that it will actually spend $163,117.00 for actions to increase or improve services for high needs students in 18-19. The difference between the budgeted and actual expenditures of $38,493.00 had the following impact on Summit Public School:Tahoma's ability to increase or improve services for high needs students:

The majority of the difference in expenditures for actions and services to improve service for high needs students resides in the reorganization of the Community Engagement team in Goal 2. The community engagement effort was redistributed to local staff and the savings went towards various comm. engagement initiatives and programs led by local staff.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Summit Public School: Tahoma	Jonathan Stewart Executive Director	jstewart@summitps.org 4087297415

2017-20 Plan Summary

The Story

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

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

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

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

In June 2015, Summit Public School: Tahoma's first class of students graduated from high school. We are proud of what this very diverse founding class accomplished: in this class, every single student (100%) graduated eligible to attend any 4-year college or university. Moreover, Summit Tahoma graduates continue to receive acceptance to a 4-year college or university unprecedented rates, with 95% of the class of 2019 accepted as of June 1st.

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

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

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

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

Greatest Needs

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

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

Performance Gaps

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
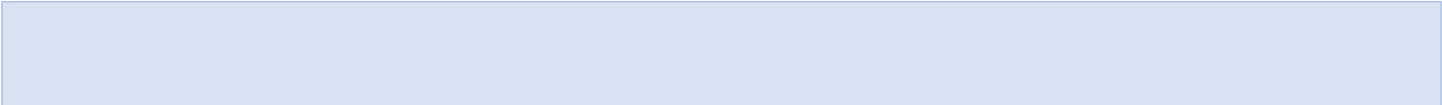
Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All students graduate college-ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Teachers appropriately credentialed: **18-19** 100% **Baseline** 92%	100.00%
Metric/Indicator Basic: Pupils with access to standards-aligned instructional materials: **18-19** 100% **Baseline** 100%	100.00%

Expected	Actual

Expected	Actual
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: **18-19** 72% **Baseline** 71%	74.00%
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills: **18-19** 75% **Baseline** 65%	62.00%
Metric/Indicator Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA **18-19** All Students: 85% Hispanic Students: 79% SED Students: 75% **Baseline** All Students: 81% Hispanic Students: 76% SED Students: 74%	All Students: 75.78% Hispanic Students: 66.67% SED Students: 63.89%
Metric/Indicator Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math **18-19** All Students: 51% Hispanic Students: 27% SED Students: 25%	All Students: 39.58% Hispanic Students: 16.67% SED Students: 27.78%

Expected	Actual
Baseline All Students: 31% Hispanic Students: 22% SED Students: 22%	
Metric/Indicator Pupil Achievement: Students admitted to a 4 year college: **18-19** 95% **Baseline** 100%	100.00%
Metric/Indicator Pupil Achievement: EL Students reclassified to English Proficient: **18-19** 5% **Baseline** 0%	9.70%
Metric/Indicator Pupil Achievement: Average number of years before EL students are reclassified: **18-19** 3 YRS **Baseline** NA	2.0 YRS
Metric/Indicator Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: **18-19** 55% **Baseline** 56%	53.33%
Metric/Indicator Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	50.00%

Expected	Actual
18-19 37% **Baseline** 33%	
Metric/Indicator Pupil Engagement: School absenteeism rate: **18-19** 5.1% **Baseline** 5.51%	5.52%
Metric/Indicator Pupil Engagement: Chronic absenteeism rate: **18-19** 13.1% **Baseline** 9.87%	13.6%
Metric/Indicator Pupil Engagement: Middle school dropout rate: **18-19** NA **Baseline** NA	N/A
Metric/Indicator Pupil Engagement: High school dropout rate: **18-19** 4.8% **Baseline** 3.8%	7.50%
Metric/Indicator Pupil Engagement: High school graduation rate: **18-19** 88% **Baseline** 87.2%	83.60%

Expected	Actual
Metric/Indicator Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED) **18-19** 100% **Baseline** 100%	100.00%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. 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.	Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF, Title II $57,872	5000-5999: Services And Other Operating Expenditures LCFF, Title II $60,341

Action 2

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

Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post- assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

Assessments planned include the following

(this list is not exhaustive):

- SBAC ICAs and IABs

- NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.

- ACT EPAS - College readiness pre-assessment for 11th graders

Actual Actions/Services: Implemented as described.

Budgeted Expenditures:
1000-1999: Certificated Personnel Salaries LCFF $1,050

3000-3999: Employee Benefits LCFF $359

Estimated Actual Expenditures:
1000-1999: Certificated Personnel Salaries LCFF $14,825

3000-3999: Employee Benefits LCFF $3,706

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Literacy Intervention: This is an intervention devoted to improving student literacy. The highest need students, such as EL students, receive a directed intervention in a small group setting. This period also enables Special Education teachers to support SPED students to address specific literacy gaps.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $7,885 3000-3999: Employee Benefits LCFF $1,971	1000-1999: Certificated Personnel Salaries LCFF, Title I $7,347 3000-3999: Employee Benefits LCFF, Title I $1,837

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF, Title I $7,885 3000-3999: Employee Benefits LCFF, Title I $1,971	1000-1999: Certificated Personnel Salaries LCFF, Title I $7,347 3000-3999: Employee Benefits LCFF, Title I $1,837

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	1000-1999: Certificated Personnel Salaries Title I $44,237 3000-3999: Employee Benefits Title I $11,059	1000-1999: Certificated Personnel Salaries LCFF $43,675 3000-3999: Employee Benefits LCFF $10,919

stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF $353,000	5000-5999: Services And Other Operating Expenditures LCFF $353,000

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.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $2,074 3000-3999: Employee Benefits LCFF $518	1000-1999: Certificated Personnel Salaries LCFF $2,160 3000-3999: Employee Benefits LCFF $540

Action 8

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

| Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials. | Implemented as described. | 1000-1999: Certificated Personnel Salaries LCFF $19,661

3000-3999: Employee Benefits LCFF $4,915 | 1000-1999: Certificated Personnel Salaries LCFF $19,411

3000-3999: Employee Benefits LCFF $4,853 |

Action 9

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.	Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF $19,371	5000-5999: Services And Other Operating Expenditures LCFF $29,410

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

4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondarysuccess. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

5) College Readiness program: Part of the Expeditions program listed above (listed here for

completion; not included in the budget details for this action)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $4,147 3000-3999: Employee Benefits LCFF $1,037	1000-1999: Certificated Personnel Salaries LCFF $4,320 3000-3999: Employee Benefits LCFF $1,080

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	2000-2999: Classified Personnel Salaries LCFF $11,520 3000-3999: Employee Benefits LCFF $2,880	2000-2999: Classified Personnel Salaries LCFF $11,232 3000-3999: Employee Benefits LCFF $2,808

| students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken. | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented the actions and services as described to achieve our goal of all students being college-ready.

One set of actions worth highlighting are those related to attracting and retaining highly qualified teachers. We began hiring teachers earlier in the hiring season since data showed us that our most effective teachers - and the ones who stayed the most number of years at Summit - tended to be hired earlier in the season. We also benefited from being able to hire teachers from the Summit Learning Teacher Residency program - new teachers who earned their credential through Summit, and had demonstrated proficiency with Summit instructional practices.

A second set of actions worth highlighting are actions related to our Habits of Success. In 9th-11th grades, we implemented a structure called "Circle" - and we also implemented this structure as a faculty. We adapted this mentoring program component from a partner charter organization and infused our goals around college-ready habits to the structure. We found this structure to also support faculty retention and connection to each other and the broader goals of the school.

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

Overall we were able to meet or come very close to the vast majority of our college ready goal as measured by our targets. We believe the college ready testing preparation as well as the teacher professional development aligned to the common core standards in a way that was authentic and allowed for students to receive high quality personalized instruction. Our interventions and extended school day continue to be rooted in student progress data so that our teachers can clearly align their supports to the needs of our students. We still have work to do specifically in math growth with our students. We also aim for better performance among our English Learner population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures.

Standardized Assessment Program: Teacher spent significantly more time on standardized assessment analysis and and administration
College Process Support: SPS hired an additional staff person to support college process initiative

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

Here are a few of the major changes we are making as a result of this analysis:
- We are working to minimize teacher responsibilities outside of core instruction and intervention, so that they can focus their energy on student learning, especially for high-needs students (All Actions)
- Our CMO is forming a new Learning Experience Team to support our teachers via professional development and continuous improvement. (Actions 7, 8, and 10)
- We are updating our Literacy and Math intervention programs (Summit Reads and Summit Solves) to support students with a wider range of needs and are dedicating more teacher and administrator time to these programs. (Actions 3 and 4)
- We are bringing back Course-Level Teams, where our teachers will collaborate with other teachers in the network who are teaching the same course to internalize curriculum and share best practices. (Actions 7 and 9)
- We are improving our college process supports by implementing an updated college readiness curriculum and providing targeted, timely supports for juniors and seniors (Action 9)

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Climate: Parents/Families having a family meeting with student's mentor: **18-19** 100% **Baseline** 100%	100%
Metric/Indicator School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: **18-19** All Students: 81% Asian Students: NA Hispanic Students: 85% White Students: 74% SED Students: NA **Baseline**	All Students: 78% Asian Students: NA Hispanic Students: NA White Students: NA SED Students: NA

Expected	Actual
All Students: 85% Asian Students: 100% Hispanic Students: 78% White Students: 88% SED Students: 89%	
Metric/Indicator Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: **18-19** All Students: 52% Asian Students: NA Hispanic Students: 50% White Students: 67% SED Students: NA **Baseline** All Students: 58% Asian Students: 84% Hispanic Students: 60% White Students: 50% SED Students: 80%	All Students: 67% Asian Students: NA Hispanic Students: NA White Students: NA SED Students: NA
Metric/Indicator Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": **18-19** 85% **Baseline** 93%	78%
Metric/Indicator Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." **18-19** 76% **Baseline** 87%	67%

	Expected	Actual

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":

18-19
85%

Baseline
85% | 88% |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":

18-19
84%

Baseline
86% | 75% |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":

18-19
83%

Baseline
80% | 100% |

| **Metric/Indicator**
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:

18-19
Y

Baseline
Y | Y |

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions.	Community Engagement team was reduced and community engagement effort was redistributed, resulting in cost savings.	1000-1999: Certificated Personnel Salaries LCFF $2,765	1000-1999: Certificated Personnel Salaries LCFF $2,741
		3000-3999: Employee Benefits LCFF $691	3000-3999: Employee Benefits LCFF $685
		5000-5999: Services And Other Operating Expenditures LCFF $27,969	5000-5999: Services And Other Operating Expenditures LCFF $684

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $16,282	1000-1999: Certificated Personnel Salaries LCFF $17,405
		3000-3999: Employee Benefits LCFF $4,070	3000-3999: Employee Benefits LCFF $4,351

support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $25,344 3000-3999: Employee Benefits LCFF $6,336	1000-1999: Certificated Personnel Salaries LCFF $24,797 3000-3999: Employee Benefits LCFF $6,199

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $16,896 3000-3999: Employee Benefits LCFF $4,224	1000-1999: Certificated Personnel Salaries LCFF $16,531 3000-3999: Employee Benefits LCFF $4,133

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our most meaningful parent partnership accomplishments this year included: monthly events such as Back-to-School Night and college nights; monthly parent volunteer and governance meetings; semi-weekly school newsletters; high parent participation on our college study trips; and high participation in student PLP (Personalized Learning Plan) meetings (like parent-teacher conferences).

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

Both from survey data and anecdotal data, parents continue to report being overall highly satisfied with our school program and the education of their student. For example, 100% reported having a meeting with their student's mentor, and 81% reported they feel "connected to the school".

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. Community Engagement team was reduced and community engagement effort was redistributed, resulting in cost savings.

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

Our biggest change here is the creation of a new Dean of Operations role, plus a site-based Community Engagement Manager. Having site-based employees with an elevated responsibility for school operations will ensure these activities are high-quality and tailored to the needs of the community. (Actions 1 & 2)

Annual Update

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

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Unsafe facilities reports examined and addressed within 1 business day: **18-19** 100% **Baseline** 100%	100.00%
Metric/Indicator Basic: Complaints about facilities repairs **18-19** 0% **Baseline** 0%	NA
Metric/Indicator School Climate: Pupil Suspension Rate: **18-19** All Students: 4.2%	All Students: 4.70% EL Students: 11.80%

	Expected	Actual
	EL Students: 8.3% **Baseline** All Students: 1.8% EL Students: 6.3%	
	Metric/Indicator School Climate: Pupil Expulsion Rate: **18-19** 0% **Baseline** NA	0.00%
	Metric/Indicator School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: **18-19** 85% **Baseline** 90%	100%
	Metric/Indicator School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: **18-19** 85% **Baseline** 92%	88%
	Metric/Indicator School Climate: Students responding positively to "Discipline in this school is fair": **18-19** 58% **Baseline** 4.16 / 5	65.00%
	Metric/Indicator	83%

Expected	Actual
School Climate: Students responding positively to "The adults at my school care about me" **18-19** 77% **Baseline** 4.34 / 5	
Metric/Indicator School Climate: Faculty members responding positively to "I feel physically safe at school." on faculty survey: **18-19** 85% **Baseline** 85%	91.00%
Metric/Indicator School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: **18-19** 85% **Baseline** 85%	78.00%
Metric/Indicator School Climate: Required drills completed: **18-19** 100% **Baseline** 100%	100.00%
Metric/Indicator School Climate: Information security breaches addressed with 24 hours: **18-19** 100% **Baseline** 100%	100.00%
Metric/Indicator Safety inspection completed? **18-19**	Yes

	Expected	Actual
	Y	
Baseline		
	Y	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $6,554 3000-3999: Employee Benefits LCFF $1,638	1000-1999: Certificated Personnel Salaries LCFF $6,586 3000-3999: Employee Benefits LCFF $1,646

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $1,638 3000-3999: Employee Benefits LCFF $410	1000-1999: Certificated Personnel Salaries LCFF $1,646 3000-3999: Employee Benefits LCFF $412

responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders recieve training on implicit bais in the staff selection process.
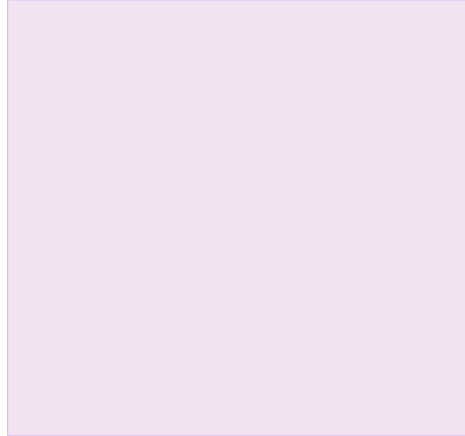
Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures. We are also installing additional security devices.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $3,750 3000-3999: Employee Benefits LCFF $938	1000-1999: Certificated Personnel Salaries LCFF $3,713 3000-3999: Employee Benefits LCFF $928

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Director of Digital safety was not hired - this work was redistributed to the rest of the team. Others - Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF $47,466	5000-5999: Services And Other Operating Expenditures LCFF $28,324

appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mental and Behavioral Health Supports: We will continue building partnerships with counseling agencies to increase access to services for our students.	School changed priority and strategy for mental health supports.	5000-5999: Services And Other Operating Expenditures LCFF $10,000	$0.00 5000-5999: Services And Other Operating Expenditures LCFF

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF $79,000 3000-3999: Employee Benefits LCFF $19,750	1000-1999: Certificated Personnel Salaries LCFF $63,092 3000-3999: Employee Benefits LCFF $15,773

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year the addition of a Dean of Culture to our administrative team increased our capacity to provide a positive learning environment for our students even as our student population grew. Our dean was able to help support positive classroom management, and to lead positive school-wide events such as our Career Day. In addition, we continued building partnerships with local agencies to support students in need, and we made physical upgrades to our campus to increase safety.

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

Even with increased concerns nationally about school safety, our school community continued to report a high level of confidence in feeling safe on campus - both physically and emotionally.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. Information Safety: Tech team was reorganized and thus generated cost savings for this initiative. Mental and Behavioral Health Supports - projected vendor was not hired to implement this counseling.   Supports work was distributed elsewhere.

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

We saw improvement in suspensions and other behavior incidents at our school this year due to our implementation of restorative justice. This improvement does not show up in the data in our Annual Update because we're reporting our final complete year of data (2017-2018). However, our preliminary data for 2018-2019 shows improvement. We plan to double down on PD in these areas to continue our improvement. We are also investing further in our multi-tiered system of supports to ensure we have the right academic, social, and emotional supports for every student. (Actions 1, 2, 5, and 7)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected   Actual

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Summit Tahoma met with parents, students, and staff in April 2019 to review the 18-19 updates, the 19-20 LCAP goals and garner feedback and analysis. Community members were notified of the stakeholder meetings through phone calls, announcements on the school website, emails, text, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening. During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 18-19 Annual Update and the 19-20 LCAP. All subgroups were represented and translations were provided.
Summit Tahoma leadership also reviewed and analyzed the results of the annual Parent Survey.

Impact on LCAP and Annual Update

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

These conversations continued to provide affirmation of our goals and the progress that our school is making towards providing an exemplary school experience for our students.

Specifically, community members expressed a need to continue to improve our Intervention courses which led to improved literacy and math curriculum. This feedback is reflected in an increase in faculty time dedicated towards interventions. This is supported by enhanced professional development

Additionally, stakeholders discussed the ways in which mentors provide tremendous supports for students. Specifically, parents called out the relationships that students and parents have with mentors and teachers as well as the strong community that we've developed. In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe

that they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

All students graduate college-ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
aligned instructional materials:				
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:	71%	71%	72%	72%
Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills:	65%	60%	75%	65%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA	All Students: 81% Hispanic Students: 76% SED Students: 74%	All Students: 38% Hispanic Students: 38% SED Students: 38%	All Students: 85% Hispanic Students: 79% SED Students: 75%	All Students: 75% Hispanic Students: 70% SED Students: 65%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math	All Students: 31% Hispanic Students: 22% SED Students: 22%	All Students: 30% Hispanic Students: 25% SED Students: 25%	All Students: 51% Hispanic Students: 27% SED Students: 25%	All Students: 40% Hispanic Students: 20% SED Students: 30%
Pupil Achievement: Students admitted to a 4 year college:	100%	95%	95%	95%
Pupil Achievement: EL Students reclassified to English Proficient:	0%	4%	5%	5%
Pupil Achievement: Average number of years before EL	NA	3 YRS	3 YRS	3 YRS

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students are reclassified:				
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	56%	55%	55%	55%
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	33%	35%	37%	45%
Pupil Engagement: School absenteeism rate:	5.51%	5.5%	5.1%	5.5%
Pupil Engagement: Chronic absenteeism rate:	9.87%	10%	13.1%	10%
Pupil Engagement: Middle school dropout rate:	NA	NA	NA	NA
Pupil Engagement: High school dropout rate:	3.8%	4.8%	4.8%	4.8%
Pupil Engagement: High school graduation rate:	87.2%	88%	88%	88%
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,309	$57,872	$70,906
Source	Base	LCFF, Title II	LCFF, Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

Assessments planned include the following

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

Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

Assessments planned include the following

(this list is not exhaustive):

- SBAC ICAs and IABs

- NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.

- ACT EPAS - College readiness pre-assessment for 11th graders

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.

PSAT

SBAC ICA and IABs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,534	$1,050	$12,996
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$4,948	$359	$4,332
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,128		$9,977
Source	Base		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,056	$7,885	$45,342
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,024	$1,971	$15,114
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their	Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support	Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on a research-based blended learning platform for the period

teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.	SPED students to address specific numeracy gaps.	with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a personalized setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7056	$7,885	$45,342
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,024	$1,971	$15,114
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$8,077		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

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

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,308	$44,237	$48,994
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$26,275	$11,059	$16,331
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

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

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

All

All Schools

OR

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

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

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

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes:

1. Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.

2. Students have a chance to explore non-academic passions.

3. Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs

4. Students explore careers via annual Career Days and through Internships.

5. Students have an opportunity to explore college options and learn more about the college experience in their junior year.

6. Students have an opportunity to obtain support on core academic course work and enhance their learning.

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.

High School Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$305,415	$353,000	$371,820
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching

in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.

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

Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.

Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,201	$2,074	$22,671
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$4,372	$518	$7,557
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$29,944				$41,605
Source	LCFF Supplemental and Concentration, LCFF Base				LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures				5000-5999: Services And Other Operating Expenditures

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers	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	Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers

gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,579	$19,661	$22,062
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$10,962	$4,915	$7,354
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$6,528
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:

1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

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

3. Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the

College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

3) Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training

College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

3) Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training

AD and the mentor on the college process, and helping ADs to plan and implement college information nights.

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

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

mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program.

4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondarysuccess. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

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

mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$34,687	$19,371	$26,623
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$14,866		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$18,306		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 10

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

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

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

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors progress, monitor, and check to ensure students growth of the Habits of Success.	Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.	Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,843	$4,147	$119,667
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$1,647		$1,037		$39,889
Source	LCFF Supplemental and Concentration, LCFF Base		LCFF		LCFF
Budget Reference	3000-3999: Employee Benefits		3000-3999: Employee Benefits		3000-3999: Employee Benefits
Amount	$2,769				$8,153
Source	LCFF Supplemental and Concentration, LCFF Base				LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures				5000-5999: Services And Other Operating Expenditures

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$782	$11,520	$1,826
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$335	$2,880	$13,957
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount	$11,767		$5,261
Source	Base		LCFF
Budget Reference	2000-2999: Classified Personnel Salaries		3000-3999: Employee Benefits

Amount			$8,269
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Parents/Families having a family meeting with student's mentor:	100%	100%	100%	100%
School Climate: Parents responding positively to "I feel connected to my	All Students: 85% Asian Students: 100% Hispanic Students: 78%	All Students: 77% Asian Students: 77% Hispanic Students: 77%	All Students: 81% Asian Students: NA Hispanic Students: 85%	All Students: 77% Asian Students: 77% Hispanic Students: 77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
student's school" on parent survey:	White Students: 88% SED Students: 89%	White Students: 77% SED Students: 77%	White Students: 74% SED Students: NA	White Students: 77% SED Students: 77%
Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	All Students: 58% Asian Students: 84% Hispanic Students: 60% White Students: 50% SED Students: 80%	All Students: 58% Asian Students: 58% Hispanic Students: 58% White Students: 58% SED Students: 58%	All Students: 52% Asian Students: NA Hispanic Students: 50% White Students: 67% SED Students: NA	All Students: 58% Asian Students: 58% Hispanic Students: 58% White Students: 58% SED Students: 58%
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	93%	85%	85%	85%
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."	87%	78%	76%	75%
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	85%	81%	85%	85%
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":	86%	85%	84%	80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":	80%	78%	83%	85%
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:	Y	Y	Y	Y

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and services to our families.	Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions.	Community Engagement Team: Summit schools have a Community Engagement Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site-based Community Engagement Managers are trained and supported by a small team housed within the Charter Management Organization.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,334	$2,765	$30,394
Source	Base	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures

Amount		$691	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	
Amount		$27,969	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the	Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our	Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our

community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.	school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,559	$16,282	$11,819
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$4,954	$4,070	$2,153
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount	$3,510		$4,657
Source	Base		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		3000-3999: Employee Benefits

Action 3

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

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

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

All		All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records.	Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.	Summit Learning Platform: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$354	$25,344	$21,758
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$2641	$6,336	$7,253
Source	Base	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$152		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,079	$16,896	$14,505
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,034	$4,224	$4,835
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

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

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

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

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.		

Budgeted Expenditures

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

Action 6

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

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

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

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$283		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$121		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$12,414		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 7

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

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

OR

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 8

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

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

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 9

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

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

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

OR

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

Actions/Services

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

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

Budgeted Expenditures

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

Amount	$769				
Source	Base				
Budget Reference	3000-3999: Employee Benefits				

Action 10

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

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

OR

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

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

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

Actions/Services

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

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

have opportunities to take on or lead Ambassador Actions.

Budgeted Expenditures

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

Action 11

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

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

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

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action 12

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

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

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

OR

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$236		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$1,738		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$101		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	$7,993		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 13

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

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

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

OR

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

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

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Unsafe facilities reports examined and addressed within 1 business day:	100%	100%	100%	100%
Basic: Complaints about facilities repairs	0%	0%	0%	0%
School Climate: Pupil Suspension Rate:	All Students: 1.8% EL Students: 6.3%	All Students: 3% EL Students: 5%	All Students: 4.2% EL Students: 8.3%	All Students: 4.2% EL Students: 8.3%

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

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

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,545	$6,554	$16,171
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$1,948	$1,638	$5,390
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Equity and Social Justice Professional Development: As the population at Summit Page 89 of 94 changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our	Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs	Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs

systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.	of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders recieve training on implicit bais in the staff selection process.	of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders recieve training on implicit bias in the staff selection process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$947	$1,638	$10,930
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$406	$410	$3,643
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$10,150
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures. We are also installing additional security devices.

2019-20 Actions/Services

Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,085	$3,750	$3,022
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$894	$938	$1,007
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$1,148
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$101	$47,466	$28,694
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$43		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	$2,894		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Health/Wellness: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.	Mental and Behavioral Health Supports: We will continue building partnerships with counseling agencies to increase access to services for our students.	Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,440	$10,000	$25,000
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$2,760		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 6

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

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

Budgeted Expenditures

Amount		$79,000	$58,213
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		$19,750	$19,404
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

Budgeted Expenditures

Amount			$27,425
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			$9,142
Source			LCFF
Budget Reference			3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$244366	7.07%

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

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

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

1. We will continue to improve the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. A greater share of faculty time will go to this than in prior years.

2. We will greatly improve our program for teacher support and professional development. The Learning Experience team will deliver significantly updated professional development to all teachers throughout the school year, including training on teaching Common Core skills and appropriate academic interventions with a specific focus on serving students in the bottom quintile. Teachers also receive regular coaching from school administrators. All Directors and Deans will receive coaching as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners. In addition, Summit has in-house mentors for all new teachers as part of their induction.

3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.

4. In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe that

they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

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

6. The Dean of Operations will oversee all family engagement activities, with the support of a Community Engagement Manager. Having site-based employee with an elevated responsibility for school operations will ensure these activities are high-quality and tailored to the needs of the community, especially higher-needs families.

7. The Dean of Instruction and culture will coach teachers on positive classroom environment, and work directly with students and families to respond to unproductive behaviors. The Dean increases capacity for case-management and mentoring of unduplicated students needing extra support.

8. We are investing significantly in our Multi-Tiered System of Supports, with a specific focus on providing high-quality Tier 2 and Tier 3 interventions. Grade Level Teams will meet regularly to plan interventions and improve them over time.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$256202	7.88%

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

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

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

1. We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support.

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

3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.
In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor.

4. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

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

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

7. A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors. The addition of the Dean to the school leadership team will increase capacity for case-management and mentoring of unduplicated students needing extra support.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$234,285	8.59%

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

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

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

1. Improved literacy and math intervention courses to include updated and expanded curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Offering a more diverse range of texts and richer research-based curriculum will help students achieve proficiency. Literacy research from Fisher and Frey contributed to the improved curriculum as did developmental math research from the Math Project.

2. Additionally, the core content curriculum will also be improved. There will be expert teachers on special assignment enhancing the current research-proven curriculum for Math, English, History, Spanish, Special Education, and Science as well as providing professional development to staff. They will focus on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. Also, the TOSAs will fully integrate the Habits of Success program into all of our courses so that our students continue to deeply develop cognitive skills. We work with the Stanford Center for Assessment,

Learning, and Equity and we have developed a more robust Cognitive Skills Rubric this past year that will be integrated into all of our courses. We believe this will more fully serve our diverse student population.

3. In order to increase services for our English Language Learners, professional development and teacher coaching will be provided by our Director of Continuous Improvement. Examples of resources and professional development topics are direct vocabulary and writing instruction, leveling/chunking text, and the use of sentence frames amongst many others.

4. In an effort to improve college readiness supports for all of our students, we will add a College-Readiness Manager to our college readiness team. This person is charged to primarily support the college-going process with students who will be the first to attend in their family. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.

5. A Director of Community Engagement will join the school community to cultivate and develop parent support and leadership as well as build family engagement to increase awareness and education related to supporting students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   o   If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.
Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.
Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

    (i) a regular high school diploma

    (ii) a High School Equivalency Certificate

    (iii) an adult education diploma

    (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

    (B) The number of students in the DASS graduation cohort.

    (C) Divide (1) by (2).

(d) "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).

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

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

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

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

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

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

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	829,133.00	780,294.00	825,979.00	829,133.00	1,304,403.00	2,959,515.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	270,055.00	0.00	0.00	270,055.00
LCFF	706,109.00	701,585.00	0.00	706,109.00	1,173,041.00	1,879,150.00
LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	555,624.00	0.00	0.00	555,624.00
LCFF, Title I	9,856.00	18,368.00	0.00	9,856.00	60,456.00	70,312.00
LCFF, Title II	57,872.00	60,341.00	0.00	57,872.00	70,906.00	128,778.00
Supplemental and Concentration	0.00	0.00	300.00	0.00	0.00	300.00
Title I	55,296.00	0.00	0.00	55,296.00	0.00	55,296.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	829,133.00	780,294.00	825,979.00	829,133.00	1,304,403.00	2,959,515.00
1000-1999: Certificated Personnel Salaries	239,168.00	235,596.00	208,139.00	239,168.00	482,743.00	930,050.00
2000-2999: Classified Personnel Salaries	11,520.00	11,232.00	23,054.00	11,520.00	16,110.00	50,684.00
3000-3999: Employee Benefits	62,767.00	61,707.00	89,207.00	62,767.00	166,283.00	318,257.00
5000-5999: Services And Other Operating Expenditures	515,678.00	471,759.00	505,579.00	515,678.00	639,267.00	1,660,524.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	829,133.00	780,294.00	825,979.00	829,133.00	1,304,403.00	2,959,515.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	79,443.00	0.00	0.00	79,443.00
1000-1999: Certificated Personnel Salaries	LCFF	187,046.00	220,902.00	0.00	187,046.00	437,401.00	624,447.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	128,696.00	0.00	0.00	128,696.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	7,885.00	14,694.00	0.00	7,885.00	45,342.00	53,227.00
1000-1999: Certificated Personnel Salaries	Title I	44,237.00	0.00	0.00	44,237.00	0.00	44,237.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	23,054.00	0.00	0.00	23,054.00
2000-2999: Classified Personnel Salaries	LCFF	11,520.00	11,232.00	0.00	11,520.00	16,110.00	27,630.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	34,051.00	0.00	0.00	34,051.00
3000-3999: Employee Benefits	LCFF	49,737.00	58,033.00	0.00	49,737.00	151,169.00	200,906.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	55,156.00	0.00	0.00	55,156.00
3000-3999: Employee Benefits	LCFF, Title I	1,971.00	3,674.00	0.00	1,971.00	15,114.00	17,085.00
3000-3999: Employee Benefits	Title I	11,059.00	0.00	0.00	11,059.00	0.00	11,059.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	133,507.00	0.00	0.00	133,507.00
5000-5999: Services And Other Operating Expenditures	LCFF	457,806.00	411,418.00	0.00	457,806.00	568,361.00	1,026,167.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	371,772.00	0.00	0.00	371,772.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	57,872.00	60,341.00	0.00	57,872.00	70,906.00	128,778.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	300.00	0.00	0.00	300.00

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

			Total Expenditures by Goal			
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	553,412.00	580,648.00	649,475.00	553,412.00	987,690.00	2,190,577.00
Goal 2	104,577.00	77,526.00	153,441.00	104,577.00	97,374.00	355,392.00
Goal 3	171,144.00	122,120.00	23,063.00	171,144.00	219,339.00	413,546.00

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

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name

Summit Public School: Tahoma

CDS Code:

43104390123794

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

(**note:** *This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.*)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA uses federal funds to supplement local priorities as reflected in our LCAP by developing our LCAP goals in conjunction with the priority goals that we are realizing under the LCFF. Our LCAP's goals focus on college readiness, parent and community engagement, and school safety. The integration of ESSA with the LCAP represents an opportunity to strategically prioritize specific actions and services within the goals and services based on the action's focus on underserved students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LEA will align federal funds by planning specific actions to be funded by those federal funds and will track revenues. School staff will be educated on the types of programs that are funded by the various federal, state and local sources.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

The LEA invests significant employee time into a robust hiring process to ensure that all teachers and administrators are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.

The LEA has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. The Superintendent coaches and develops school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A. The School acts as its own LEA.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not have any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers because all students of any given grade level are taught by the same teachers. Classes are untracked and there is one grade level teacher per subject area.

The LEA's assessment system measures students' progress across all of the standards that describe college readiness, thereby allowing teachers to differentiate their instruction and provide each student with exactly what they need to continue towards mastery. In partnership with Stanford's Center for Assessment, Learning & Equity (SCALE), which is responsible for the creation of the Smarter Balanced performance tasks, all Summit schools have developed and collectively agreed upon a common assessment system. This allows educators to compare data across classrooms and schools to further inform best teaching practices. Teachers spend time during their professional development analyzing data about the assessments they have been giving. Additionally, teachers review weekly data packets of results for every assessment that every student takes.

All students are given the exact same assessments and are placed accordingly in appropriate intervention classes (Summit Solves, Summit Reads, Personalized Learning Time.) Summit does not use any additional student status when placing students in classes on in deciding which assessments a student should take, every student takes every assessment and every student takes every class. Intervention courses are tiered according to student level and the tiered groups are dynamic.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has an Parent and Family Engagement Policy that is:
- Adopted and developed with input from parents and staff
- Approved by the Summit Public Schools Board of Directors,
- Reviewed annually and, if needed, revised to include parent feedback.

The LEA distributes the Parent and Family Engagement Policy to parents by including it in the Student & Family Handbook each year. The Student & Family Handbook is available in print copy and also posted to the School's website. The School translates the Student & Family Handbook into the following languages- Spanish.

Coordination: The Summit Public Schools Communications and Operations works closely with School Leaders and site based Community Engagement Managers to support a comprehensive parent involvement strategy that involves communication, government policy, academic programs, and others. This is achieved through an annual coordinated effort and subsequent regular communications and meetings among teams.

Technical Assistance: The School provides a 1:1 student to laptop ratio. The School strives to increase access to technology for all families by keeping an open door policy (laptops available on the school site for family use as needed), by beginning a system where students are allowed to take their laptops home, and by offering "office hours" where school staff are available to help families with technical issues as needed.

Support with planning and implementing parent and family engagement activities: Each year, the School will create and Annual Family Engagement Plan to meet the needs and desires of the school's parent/family community. This plan will reflect/incorporate feedback provided by parents through surveys and/or through regular in-person meetings. If the School seeks assistance or support to implement its Annual Family Engagement Plan, such assistance and/or support will be provided by the Summit Public Schools Home Office teams in a timely and effective manner.

Eliminating Barriers to Participation: Translated documents are provided for every communication made to families regarding Title I services and programs. We offer various times for our events so that families may select a time that works for them and their work schedule.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Summit Tahoma operates a School Wide Title I Program.

Title I Funds are used to supplement the regular core academic program in order to ensure that all students achieve a high level of academic proficiency. The services provided will be provided for the benefit of all students.

Services provided include, but are not limited to:
- Extended learning time after school and during the summer.
- Smaller class size and small group work
- Parent & Family Engagement
- Standards-based literacy/mathematics curriculum and interventions
- Research of best practices (scientifically-based practices)
- Analyze data and create measurable objectives for continuous and substantial progress of low-performing students.
- Monitor and ongoing assessment of progress

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Consistent with McKinney Vento, the LEA will work with homeless students and their families to provide them with equal access to the same free, appropriate education provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the LEA will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate setting or in a separate program within a school on the basis of their homeless status.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
   (A) coordination with institutions of higher education, employers, and other local partners; and
   (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The School systemically reviews (on a weekly basis) the following early warning indicator data to identify students in 9th grade needing additional support as they transition from middle school to high school:

- Absences
- Behavior: discipline incidents such as referrals to the office, removal from the classroom, etc.
- Coursework (failures/grades)
- Assessment data identifying students not performing at grade level

The School systemically uses the following approaches to support students transitioning from middle school to high school:

- Data system in place at the school level for early warning indicators to identify students in need of additional support/interventions.
- Progress monitoring process outlines how data are to be monitored, when family and student are informed, and required actions to be taken and assessed for effectiveness.
- Orientation opportunities for students and families to build connection to school and each other
- Strong faculty/staff mentors assigned to incoming 9th graders.
- Building a culture of school wide staff expectations that all students can succeed.
- Common planning time for 9th grade staff teams.
- Mentor time for key skill development in social and academics, with an intentional connection to a caring adult.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
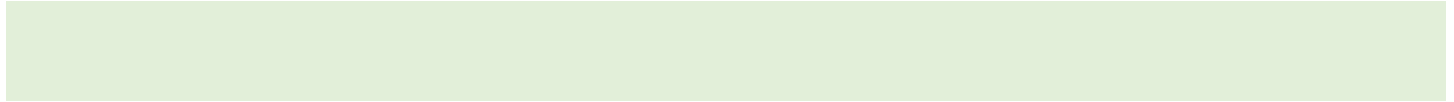
Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
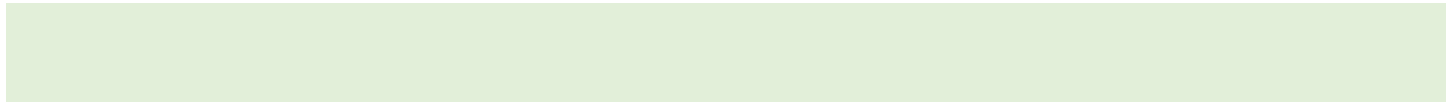
Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:
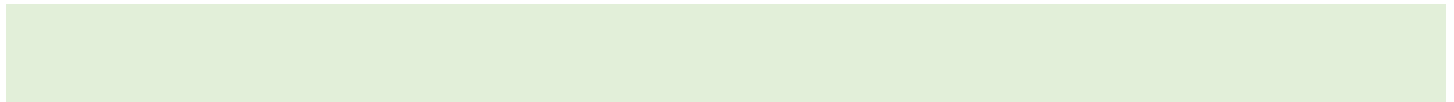
Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

   (A) LEA; and
   (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

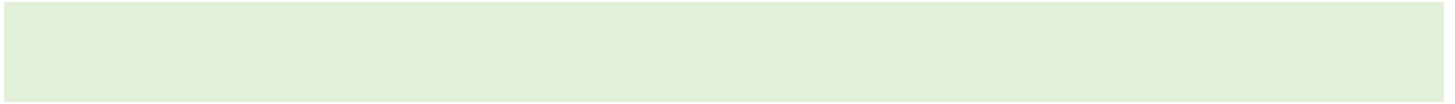**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**
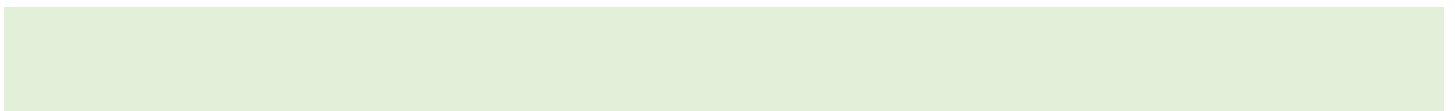
Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:
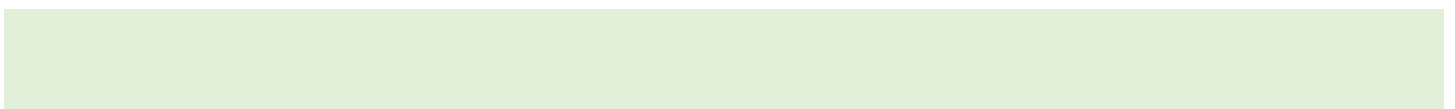
TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.

The School's teacher evaluation process framework includes the following criteria:
- Centering instruction on high expectations for student achievement.
- Demonstrating effective teaching practices.
- Recognizing individual student learning needs and developing strategies to address those needs.
- Providing clear and intentional focus on subject matter content and curriculum.
- Fostering and managing a safe, positive learning environment.
- Using multiple student data elements to modify instruction and improve student learning.
- Communicating and collaborating with parents and school community.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

The School systemically supports new teachers by implementing the following strategies:
- Orientation provided for new teachers on school and LEA beliefs and practices.
- New teachers provided opportunity to participate in ongoing professional learning opportunities that promote reflection, collaboration, and professional growth.
- One-on-one weekly coaching using our "Summit Classroom Look-fors." All teachers get weekly one-on-one in person meetings and weekly observations, we then decide on personalized pathways for each teacher and design a support plan based on specific goals and needs. We track weekly progress of these goals.

The School's principal evaluation framework includes the following criteria:
- Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
- Demonstrating commitment to closing the achievement gap.
- Providing for school safety.
- Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
- Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals.
- Monitoring, assisting, and evaluating effective instruction and assessment practices.
- Managing both staff and fiscal resources to support student achievement and legal responsibilities.
- Partnering with the school community to promote student learning.
- Principals receive 1:1 coaching using the "Summit School Leader Look-fors."

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A- The School acts as its own LEA

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Summit Tahoma teachers plan by deeply analyzing and internalizing instructional outcomes and student data. The Summit Learning Platform provides teachers with real-time student performance data. This data is used to design personalized activities that drive student towards those outcomes and determine what group and individual support are needed for their students to achieve ambitious goals.

The School is committed to using student performance data to refine and improve the education program. Specifically, the faculty will devote at least 6 hours of faculty meetings during each semester to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus.

School Leader (Principal) effectiveness is ultimately measured by student performance. Coaching seeks to connect School Leader actions to teacher actions and student outcomes and is rooted in student data. The effectiveness of the coaching relationship is measured in movement of student data.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW: