

LCFF Budget Overview for Parents

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

CDS Code: 43104390123794

School Year: 2022-23

LEA contact information:

Jonathan Stewart

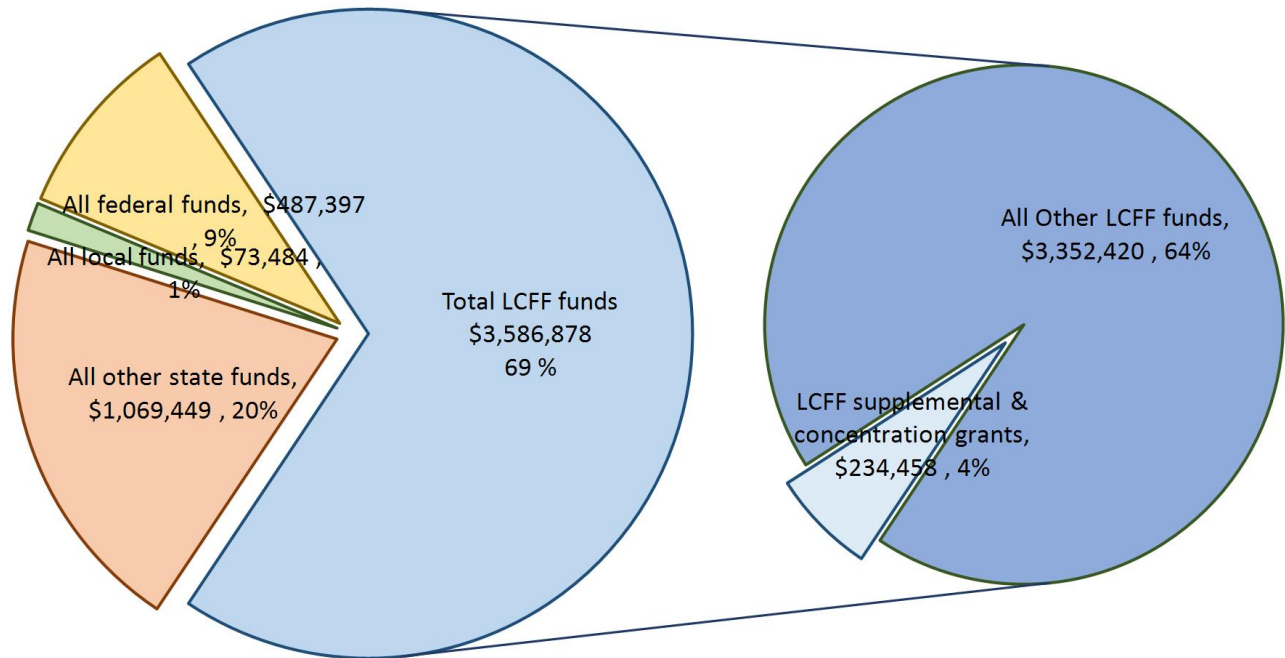
Executive Director

408-729-7415

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 2022-23 School Year

Projected Revenue by Fund Source



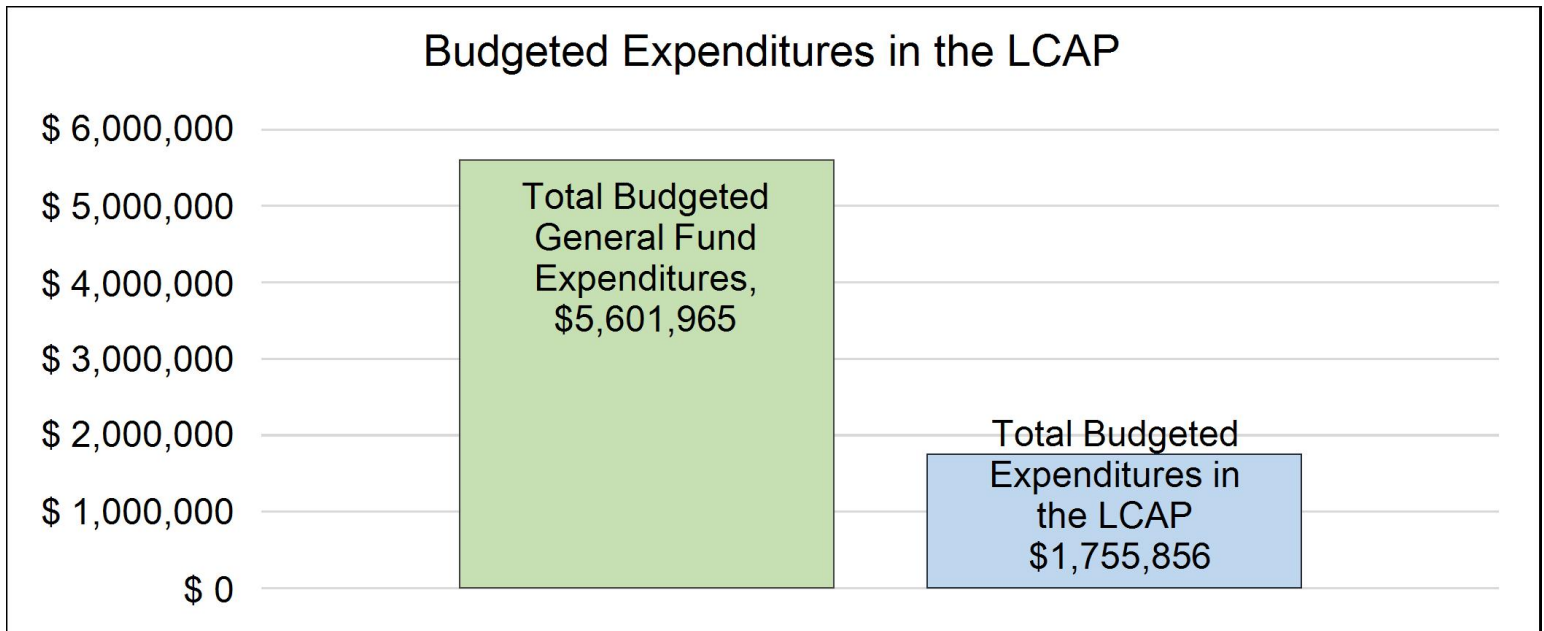
This chart shows the total general purpose revenue Summit Public School: Tahoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Public School: Tahoma is \$5,217,208, of which \$3,586,878 is Local Control Funding Formula (LCFF), \$1,069,449 is other state

funds, \$73,484 is local funds, and \$487,397 is federal funds. Of the \$3,586,878 in LCFF Funds, \$234,458 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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Summit Public School: Tahoma plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Public School: Tahoma plans to spend \$5,601,965 for the 2022-23 school year. Of that amount, \$1,755,856 is tied to actions/services in the LCAP and \$3,846,109 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

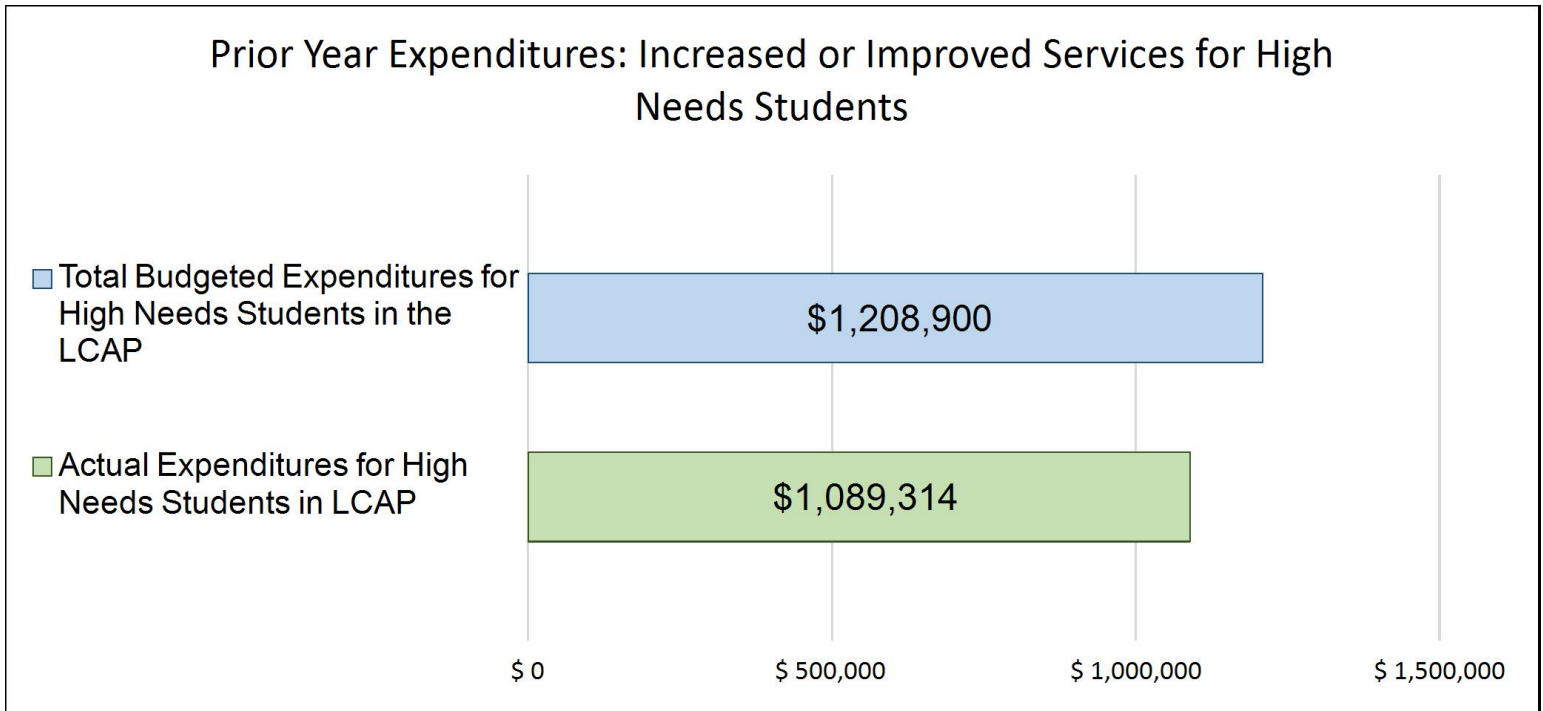
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Summit Public School: Tahoma is projecting it will receive \$234,458 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School: Tahoma must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public School: Tahoma plans to spend \$1,530,076 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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.

The text description of the above chart is as follows: In 2021-22, Summit Public School: Tahoma's LCAP budgeted \$1,208,900 for planned actions to increase or improve services for high needs students. Summit Public School: Tahoma actually spent \$1,089,314 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$119,586 had the following impact on Summit Public School: Tahoma's ability to increase or improve services for high needs students:

Summit's estimated actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 are slightly lower than the total budgeted expenditures for those planned actions and services. The difference between budgeted and actual expenditures is a change of approximately 9.89%, which is accounted for by fluctuations in enrollment and staffing which occurred throughout the year and did not impact the implementation of our actions and services toward increasing and improving services for our high needs students in 21-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Public School: Tahoma	Jonathan Stewart, Executive Director	jstewart@summitps.org 408-729-1981

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The funds that were not included through the Budget Act of 2021 nor the LCAP process include the In-Person Instruction and Expanded Learning Opportunity Grants, the Educator Effectiveness funds, ESSER III funds, and LCFF Concentration Grant Add-On. The following Summit Public Schools Board meetings have included engagement with the public as it relates to the approach on the usage of the funds: May 27, 2021; June 17, 2021; October 21, 2021; December 6, 2021, and December 14, 2021.

Additionally, educational partners have been included in a variety of ways as we have sought to maximize our resources to support our students and families during this challenging environment which include the following:

- Consistent opportunities for parent/caregiver, student and teacher feedback on student needs;
- Parent/Caregiver community meetings and LCAP meetings focused on goals for our school for the coming year as we understand our students’ current and future needs;
- Family and student surveys (spring and summer);
- Ad-hoc and structured conversations with faculty about student needs due to COVID-19;
- Engagement with labor representatives.
- Parent input from our back to school event on September 1, 2021

Faculty provided important input on the impact of COVID-19 on students and their learning during the following:

- Grade Level Team and Leadership Team meetings throughout the year
- Surveys on summer programming for the summer of 2021
- Fall Personalized Learning Plan (PLP) meetings on Friday, September 24th, 2021 to discuss student’s academic and social-emotional needs with parents

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Given that the unduplicated pupil percentage is less than 55%, the school does not receive concentration funds and as such, does not receive the concentration fund add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Summit has effectively engaged its educational partners on the use of one-time federal funds to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. The approach on the use of these funds overlaps with our response from Prompt 1 and as such, we are including similar details below.

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A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

To maintain the health and safety of students, educators, and other staff as well as ensure that our schools stayed open for 100% in person learning, Summit's strategy employed multiple layers of protection inclusive of rigorous cleaning & disinfecting, increased ventilation, universal masking, tracking and encouraging vaccinations, weekly screening testing, and agile contact tracing paired with isolation or quarantines as needed.

To increase daily cleaning and disinfecting high-traffic and high-touch areas of the school, we temporarily increased the scope of our cleaning contracts.

To increase ventilation, Summit purchased CDC recommended air filters for HVAC systems and air filtration units for classrooms.

To support universal masking, Summit procured and provided surgical masks to all students and employees. To respond to the Omicron surge, we also procured KN95 and N95 respirators for educators and staff.

To increase our schools' capacity to contact trace and provide access to weekly screening testing for 25% of our students and staff, we hired temporary COVID roles to support our Operations and Main Office teams. Additionally, we hired a dedicated HR specialist to support the organization-wide management of COVID-related leaves, communications, and faculty isolation/quarantine management. Schools also hired additional tutors, instructional aides, and education specialists to provide additional academic supports for students in need. Lastly, Summit also invested in hosting Summit Together, a summer enrichment program for students focused on building community, mental health, and remediating key standards impacted by pandemic learning loss in order to accelerate student learning in the upcoming year.

Additionally, the LEA invested in creating more outdoor spaces for students so that they could maintain safe physical distancing while eating and drinking.

In terms of successes, Summit was able to return to 100% in-person learning, maintain key health and safety systems such as weekly testing, and keep schools open.

In terms of challenges, Summit experienced the impact of a national teacher shortage and depleted sub-pool. The LEA continues to work urgently to get fully hired, but have been able to maintain instructional excellence with internal coverage, school leaders teaching, home office substitutes, and increasing external sub rates. Summit has also faced the ongoing challenges of emergent COVID-19 variants. Schools continue to struggle to procure and maintain a consistent and adequate supply of rapid antigen testing materials amidst a national shortage.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Summit is using its fiscal resources to implement the activities outlined in its applicable plans, the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan in a manner that is aligned with the 21-22 LCAP.

Specifically, this has included supporting in-person learning activities for professional development activities and alignment to the full staffing model (professional development, personnel retention due to enrollment and attendance challenges) as well as using resources to support a safe and healthy learning in person environment (technology hardware, software, janitorial services and supplies, support staff and materials for student health, testing and compliance). This is aligned with 21-22 LCAP goals #1 and #3, which includes attracting and retaining highly qualified teachers, providing teacher support and professional development, and ensuring a safe learning environment for students.

Additional resources have been dedicated to accelerate learning for the most impacted students through literacy and numeracy intervention program development and learning center supports. Student supports for social emotional and academic needs have included mental health services and supports as well as a robust summer program. This is aligned with 21-22 LCAP goals #1 and #3, which includes support for literacy and math intervention as well as mental and behavioral support for students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided"*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Public School: Tahoma	Jonathan Stewart Executive Director	jstewart@summitps.org 408-729-7415

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Summit Public School: Tahoma (Summit Tahoma) opened its doors in fall 2011 to its first class of 100 San Jose students, after being approached in 2009 by students, parents, and community members about opening a Summit-model school in the area. Summit Tahoma graduated its first class in June 2015 and currently serves approximately 470 students in grades 9-12.

In the 2021-22 school year, 35% of our students qualify for free or reduced lunch, 13% are English learners, and 17% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (52%), White (19%), and Asian (18%), with smaller subgroups for two or more races and Black or African American.

The mission of Summit Tahoma is to prepare its diverse student population for success in a four-year college and to be thoughtful, contributing members of society. Its small size, high-quality faculty, unique organization, innovative instruction, and personalized learning model support all students in successfully completing a rigorous, college-preparatory curriculum. Summit Tahoma families, students, and faculty attended numerous virtual public meetings in strong support of the school’s successful five-year charter renewal in the 2020-2021 school year.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard for 2020–21 and 2021–22, respectively, and therefore, Summit Public Schools has focused our efforts on evaluating available state and local data to identify our LCAP areas of success and greatest need. Summit Tahoma believes in continuous improvement as a core activity, and we regularly revisit our systems and practices with an eye towards how effective they are at achieving our mission of preparing students for a four-year college and to be thoughtful, contributing members of society. With that in mind, we continue to be proud of the short-to-medium term successes that are tied most directly to that mission:

- 95.9% of students from the 2021 cohort graduated from high school in four years, compared to 86.8% statewide
- 97.1% of 12th grade students from the Class of 2021 were admitted to a four-year college
- 93.1% of graduates from the 2021 cohort met the University of California (UC) or California State University (CSU) a-g criteria, compared to 43.8% statewide
- 79.0% of the graduates from the Class of 2021 were still enrolled in a 2-year or 4-year college 12 months after graduation, compared to 64.4% statewide (from the Class of 2018, the most recent data available)

Unduplicated student groups saw similar success in the Class of 2021 as the overall cohort did:

- 100% of English Learners in our 2021 cohort graduated high school in four years, compared to 72.8% of English Learners statewide
- 93.2% of Socioeconomically Disadvantaged students in our 2021 cohort graduated in four years, compared to 84.1% of Socioeconomically Disadvantaged students statewide
- 97% of current or reclassified English Learners in our 2021 cohort were admitted to a four-year college
- 98.1% of Socioeconomically Disadvantaged students in our 2021 cohort were admitted to a four-year college

These strong outcomes for the overall student population, and unduplicated students in particular, are a powerful validation of the science-based Summit model and our focus on developing in students the cognitive skills, content knowledge, habits of success, and sense of purpose necessary for success after high school. Obviously, we are hoping to maintain and build upon this success, and we are continuing and expanding a number of actions in the LCAP that we think are most responsible for these results, including the Common Core Common Assessment Plan, the Habits of Success Program, Expeditions, College Process Support, the Extended School Day, Multi-Tiered Systems of Supports, and ELD Integrated and Designated professional development. Additionally, we will continue to revisit and improve our math and literacy interventions, Summit Solves and Summit Reads, to better integrate them with the authentic project work happening in core classes and to be more responsively adapt to evolving student needs during the school year.

By building on this strong foundation, we believe we can execute more and more effectively at ensuring that all students in our diverse population are prepared for a four-year college and life beyond.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a result of SB 98 and AB 130, the state has suspended the reporting of performance indicators in the CA School Dashboard for 2020–21 and 2021–22, respectively, and therefore, Summit Public Schools has focused our efforts on evaluating available state and local data to identify our LCAP areas of need. Based on review and analysis of available state data and our internal tracking, we have identified several areas of low performance. Through the LCAP process and educational partner feedback, we will be implementing several actions to improve our performance moving forward that will be included in our LCAP actions below.

5% Chronic absenteeism rate for SY22, through April 1st: To address the overall low performance in Chronic Absenteeism, Summit is continuing to invest in our Comprehensive Attendance and Absence Program (Action 3.4), with regular contacts to caregivers when students don't show up for school and more intensive interventions for students with high numbers of absences. In addition, we expect our deepening investment in building parent community, through our Community Engagement Team and Parent Organization & Community Events (Action 3.1 and 3.7), to help improve attendance for students whose families we are able to strongly engage.

55% fully prepared for college and career in English and 52% fully prepared for college and career in Math: While almost all of our students are on track to be prepared for college and career, there is still a large portion of students who will require extra effort & support, as measured by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments. To address the performance gaps in English and Math, we are better integrating our numeracy and literacy interventions (Action 1.3 and 1.4) with the project and concept unit work happening in English and Math classes. We expect to more responsively adapt to evolving student needs during the school year, and students whose performance demonstrates that they are falling behind will participate in smaller groupings and receive more intensive teacher support.

86% of all students responded positively to "I feel emotionally safe at school" on the student survey, compared to 90% of our English Learner students responding positively to "I feel emotionally safe at school" on the student survey. To address the gaps in our students perceptions of feeling safe at school, we are committing to Anti-Bias Anti-Racist (ABAR) Practices and Programming (Action 3.8) in all aspects of teaching and mentoring. We hope this focus will help us identify disparities in student discipline and find ways to deal with them equitably. Our Dean of Culture and Instruction (Action 3.2) will also lead the positive school-wide culture and climate initiatives, including coaching our teachers to ensure all classrooms are safe and welcoming to students and limiting of unproductive classroom behaviors. For English Learners specifically (Goal 4), we are also investing in a number of actions and services to better support their English language development and their ability to access our curriculum. Our hope would be that improved academic performance would help drive student investment in school and increase their sense of safety while on campus.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Summit Tahoma's mission is to prepare a diverse student population for success in a four-year college and to be thoughtful, contributing members of society. The first three goals in our 2021-2024 LCAP reflect three crucial aspects of our approach to fulfilling this mission on behalf of our students and families:

Goal 1: Summit Model: All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.

Goal 2: Common Core: All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum.

Goal 3: Community: Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning.

We will continue the majority of our Actions implemented through school year 21-22 as we are proud of the progress we are seeing. We introduced a new action last year and will continue the emphasis of our Anti-Bias Anti-Racist (ABAR) Practices and Programming (Action 3.8) — which reflects an organization-wide commitment to equity in teaching and mentoring practices. We are revisiting our math and literacy interventions (Action 1.3 and 1.4) after analyzing our data from our first full year back on campus after COVID-19 began in March 2020. By revisiting and adjusting our interventions, we hope to better integrate their content and learning strategies with the authentic project work happening in core academic classes.

As we continued to experience challenges brought on by COVID-19 this school year, we understand the value of continuing many of the supports we were providing for students remotely during the pandemic, that are still required in order to foster connections among our school community and supporting families and the whole child. These are essential parts of enabling student success in the classroom. In order to focus on the whole child, we will recommit and place additional emphasis on our mentor meetings to support students and families review and set annual goals (Action 3.3), comprehensive attendance and absence program (Action 3.4), our multi-tiered system of supports with an emphasis on Tier 2 and 3 supports (Action 3.5), and our mental and behavioral health supports (Action 3.6) as we've seen the need for increased support with the return to in person instruction.

Finally, based on the progress we have seen and the ongoing educational partner feedback, we are continuing our efforts to address disparities in academic performance between English Learners and their English proficient peers. Our fourth LCAP goal -- "Summit provides support that enables English Language Learners to develop English proficiency and graduate college-ready" -- encompasses a number of actions/services that have proven to increase our English learner proficiency outcomes and, therefore, will continue to invest in the school year 22-23. These include reinvesting in our English Language Development (ELD) Designated Instruction Block (Action 4.1), increasing PD for all teachers providing integrated support (Action 4.3 and 4.4), and improving the support for ELs available in our core curriculum (4.2). We

believe by continuing to make these investments will accelerate English Learners' progress towards English proficiency, while enabling them to fully access our curriculum as they develop their English skills.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The school leadership team met with Educational Partners throughout the 21-22 school year to review the LCAP goals, actions and the progress being made toward achieving our LCAP goals. The COVID-19 pandemic continued to create a number of challenges in ensuring that the school was able to have meaningful engagement with all stakeholders. However, virtual meetings continued to provide participation for families without having to travel to the school during evening hours. Community members were notified of engagement opportunities to provide input and feedback on the site LCAP through school email communications, newsletters, texts, and other direct outreach with parent groups. For those who could not or attend or simply wanted a different option for participation, the school included an opportunity to share feedback via a link directly provided on the school website and through 1:1 conversations with leadership. Please see below for additional opportunities in which stakeholders have been engaged throughout our LCAP process:

- Family input was collected through the annual family survey which the school distributed in May via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement.
- Student input towards priorities was collected primarily through our student survey which was sent out in the spring of 2022
- Another critical stakeholder group that provided feedback on LCAP goals, actions, and the needs of the school as they pertain to student outcomes were the school faculty. Throughout the year, faculty participate in Leadership Team meetings and discuss mission critical actions for the school. In May, the school Directors collected additional feedback specific to the reflection of the LCAP goals and actions from faculty.
- SELPA: Our LCAP was sent to our SELPA for review and comment in June
- Public Board Hearing: We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on 6/16

Stakeholders were well aligned to the goals and actions proposed and most feedback suggested resonance with the direction of the LCAP. This supported the final budget allocations made against the actions and services reflected in the final LCAP.

A summary of the feedback provided by specific educational partners.

Summit gathered feedback from our families, students and faculty through surveys and we also held a community meeting in early May to discuss our progress and LCAP goals. For each LCAP goal, educational partners engaged around the questions:

What does this mean to you?

What does it mean for students at our school?

What would success look like?

We also probed around the questions:

Where do you see students struggling with this?

Where do you see students thriving with this?

What would success look like for your student? For the school overall?

We talked about the parts of our program and/or actions that align with our LCAP goals and asked educational partners to help draw connections.

Throughout this engagement process, several themes emerged from our educational partner groups:

Families and Community

- Families shared that the mentoring program was effective in helping students realize their own goals.
- They reflected that resources should continue to be directed to programming that supports embracing all individuals and accepts them right where they are. Families expressed satisfaction that at Summit Tahoma, “students can be themselves!”
- Would like to see more practical life skills, like health education and wellness (nutrition, physical health)
- More experience with deadlines, high stakes test taking
- Community involvement
- More support in social-emotional learning and opportunities
- Additional support with AP exams

Faculty

- Faculty shared several specific suggestions on how to improve Summit Reads as a block for designated instruction for English learning students. Specifically, we received feedback that additional resources dedicated to curricular development, faculty professional development would support Goal 4.
- Faculty also shared feedback that mentor groups and relationships are important components to creating a welcoming environment and that the PLP creates transparency and opportunity for parents/caregivers to be a part of their child’s learning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a public charter school, and consequently a school of choice, stakeholder feedback is central to every element of our program. More than that, we understand that our school will only be able to achieve our mission if we are constantly reflecting on how we are meeting the needs of each and every student. Because our school is part of an integrated network of seven schools in the Bay Area, with an aligned model reflected in each of our charter petitions, and supported by a network home office team, we work together across LEAs to develop goals and actions that surface learning from multiple perspectives. We are also very intentional about engaging with our unique local communities and deeply value the feedback and input we receive directly from our families, students and faculty. This input was considered when determining the allocation of resources towards specific actions and how we may modify our actions for SY 22-23 to meet the needs of our students and families.

This year, we continued to refine our LCAP development process so that we could best incorporate the diversity of feedback from all stakeholders as we develop our actions and services. We continued to hear from multiple education partners, inclusive of our families and authorizers, the need to further support our multi-language learners and decrease disproportionate outcomes for our English learner population. In response to this ongoing feedback, we will continue with our newly developed Goal #4: “Summit provides support that enables

English Language Learners to develop English proficiency and graduate college-ready.” We will continue to monitor, analyze, and invest in our English Language Development (ELD) Designated Instruction block (Action 4.1), alongside stronger integrated support in our curriculum and professional development for teachers of English Learners (Action 4.3 and 4.4).

Similarly, feedback concerning professional development was very influential, primarily from our staff and faculty. Summit continues to be committed to being an Anti-Bias Anti-Racist (ABAR) organization, and over the course of the past school year, Summit faculty and leaders have engaged with developing an ABAR framework for the organization. It is critical to us that all of our plans reflect this shared community value. Our staff have expressed the need to continue this important work with additional focus throughout the PD cycle for SY 22-23. We will emphasize Action 3.8 to ensure all teachers engage in ABAR teaching and mentoring practices, for all employees to continue working on and revising their personal development and knowledge development in this area, and for our school to facilitate additional ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.

Goals and Actions

Goal

Goal #	Description
1	(Summit Model) All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.

An explanation of why the LEA has developed this goal.

At Summit, we strive to ensure that all students are prepared for success in a four-year college and to be thoughtful, contributing members of society. Drawing on extensive academic research outlined in The Science of Summit white paper, we focus on developing in our students the cognitive skills, content knowledge, habits of success, and sense of purpose that are essential for the well-being and success of students throughout their lives. This goal and the associated metrics capture the short-to-medium-term outcomes that indicate success in achieving our long-term mission, and the actions below represent many of the pillars of our model we believe give us the best chance of achieving long-term success for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Students admitted to a 4-year college	All students: 95% Asian students: 100% Hispanic or Latino students: 91% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 91% Students with disabilities: 82%	All students: 97% Asian students: 100% Black or African American students: 94% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 98% Students with disabilities: 100%			All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: Class of 2020	Data from: Class of 2021			
Priority 4 - Pupil Achievement: Graduates attending a 2-year or 4-year college 12 months after graduation (“college-going rate”)	88% Baseline data from: Class of 2018	79% Data from: Class of 2021			85%
Priority 5 - Pupil Engagement: High school graduation rate	All students: 96% Asian students: n/a Hispanic or Latino students: 100% Two or more races students: n/a White students: 88% English Learners: n/a Socioeconomically Disadvantaged students: 97% Students with disabilities: 93% Baseline data from: Class of 2020	All students: 96% Asian students: 100% Hispanic or Latino students: 92% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 93% Students with disabilities: 91% Data from: Class of 2021			All students: 98% Asian students: 98% Hispanic or Latino students: 98% Two or more races students: 98% White students: 98% English Learners: 98% Socioeconomically Disadvantaged students: 98% Students with disabilities: 95%
Priority 2 - State Standards and Priority 8 - Other Pupil Outcomes: Students on-track for college and career readiness, as demonstrated by	All students: 71% Asian students: 93% Hispanic or Latino students: 59% Two or more races students: 85% White students: 77%	<ul style="list-style-type: none"> All students: 48% Fully Prepared, 43% Prepared With Extra 			All students: 80% Asian students: 90% Hispanic or Latino students: 70% Two or more races students: 80% White students: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Common Core Cognitive Skills evaluated using authentic, rubric-based assessments</p>	<p>English Learners: 59% Socioeconomically Disadvantaged students: 60% Students with disabilities: 58%</p> <p>Baseline data from: SY 2020-21 as of April 1st, 2021</p>	<p>Effort & Support</p> <ul style="list-style-type: none"> • Asian students: 82% Fully Prepared, 14% Prepared With Extra Effort & Support • Hispanic or Latino students: 31% Fully Prepared, 56% Prepared With Extra Effort & Support • Two or more races students: 68% Fully Prepared, 29% Prepared With Extra Effort & Support • White students: 55% Fully Prepared, 			<p>English Learners: 70% Socioeconomically Disadvantaged students: 70% Students with disabilities: 68%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>38% Prepared With Extra Effort & Support</p> <ul style="list-style-type: none"> • English Learners: 23% Fully Prepared, 61% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 34% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 32% Fully Prepared, 59% Prepared With Extra Effort & Support 			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from: SY 2020-21 EOY			
Priority 8 - Other Pupil Outcomes: Students within one Power Focus Area of on-track in core courses	80% Baseline data from: SY 2020-21 as of April 1st, 2021	100% Data from: SY 2020-21 EOY			85%
Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year	100% Baseline data from: SY 2020-21	100% Data from: SY 2021-22			100%
Priority 4 - Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments in ELA	All students: 63% Asian students: n/a Hispanic or Latino students: 49% Two or more races students: n/a White students: 80% English Learners: n/a Socioeconomically Disadvantaged students: 43% Students with disabilities: 23% Baseline data from: SY 2018-19	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and used a local assessment instead.			All students: 68% Asian students: 60% Hispanic or Latino students: 57% Two or more races students: 60% White students: 75% English Learners: 50% Socioeconomically Disadvantaged students: 50% Students with disabilities: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4 - Pupil Achievement: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments</p>	<ul style="list-style-type: none"> • All students: 52% Fully Prepared, 46% Prepared With Extra Effort & Support • Asian students: 73% Fully Prepared, 27% Prepared With Extra Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 64% Prepared With Extra Effort & Support • Two or more races students: 73% Fully Prepared, 27% Prepared 	<ul style="list-style-type: none"> • All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support • Asian students: 79% Fully Prepared, 21% Prepared With Extra Effort & Support • Hispanic or Latino students: 37% Fully Prepared, 62% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared 			<ul style="list-style-type: none"> • All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support • Asian students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>With Extra Effort & Support</p> <ul style="list-style-type: none"> • White students: 72% Fully Prepared, 28% Prepared With Extra Effort & Support • English Learners: 15% Fully Prepared, 79% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 44% Fully Prepared, 54% Prepared With Extra Effort & Support • Students with disabilities: 33% Fully 	<p>With Extra Effort & Support</p> <ul style="list-style-type: none"> • White students: 67% Fully Prepared, 33% Prepared With Extra Effort & Support • English Learners: 19% Fully Prepared, 81% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 45% Fully Prepared, 55% Prepared With Extra Effort & Support • Students with disabilities: 35% Fully 			<p>With Extra Effort & Support</p> <ul style="list-style-type: none"> • White students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • English Learners: 25% Fully Prepared, 75% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 50% Fully Prepared, 50% Prepared With Extra Effort & Support • Students with disabilities: 40% Fully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Prepared, 65% Prepared With Extra Effort & Support</p> <p>Baseline data from: SY 2019-20</p>	<p>Prepared, 65% Prepared With Extra Effort & Support</p> <p>Data from: SY 2020-21 EOY</p>			<p>Prepared, 60% Prepared With Extra Effort & Support</p>
<p>Priority 4 - Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments in Math</p>	<p>All students: 38% Asian students: n/a Hispanic or Latino students: 19% Two or more races students: n/a White students: 60% English Learners: n/a Socioeconomically Disadvantaged students: 17% Students with disabilities: 15%</p> <p>Baseline data from: SY 2018-19</p>	<p>Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and used a local assessment instead.</p>			<p>All students: 50% Asian students: 35% Hispanic or Latino students: 35% Two or more races students: 35% White students: 60% English Learners: 30% Socioeconomically Disadvantaged students: 30% Students with disabilities: 30%</p>
<p>Priority 4 - Pupil Achievement: Students on-track for college and career readiness in math, as demonstrated by Common Core-</p>	<ul style="list-style-type: none"> All students: 50% Fully Prepared, 47% Prepared With Extra 	<ul style="list-style-type: none"> All students: 52% Fully Prepared, 46% Prepared With Extra 			<ul style="list-style-type: none"> All students: 55% Fully Prepared, 45% Prepared With Extra

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned math concept performance evaluated using rubric-based assessments	<p>Effort & Support</p> <ul style="list-style-type: none"> • Asian students: 76% Fully Prepared, 24% Prepared With Extra Effort & Support • Hispanic or Latino students: 29% Fully Prepared, 65% Prepared With Extra Effort & Support • Two or more races students: 71% Fully Prepared, 29% Prepared With Extra Effort & Support • White students: 69% Fully Prepared, 	<p>Effort & Support</p> <ul style="list-style-type: none"> • Asian students: 82% Fully Prepared, 18% Prepared With Extra Effort & Support • Hispanic or Latino students: 31% Fully Prepared, 64% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • White students: 64% Fully Prepared, 			<p>Effort & Support</p> <ul style="list-style-type: none"> • Asian students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Two or more races students: 65% Fully Prepared, 35% Prepared With Extra Effort & Support • White students: 65% Fully Prepared,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>28% Prepared With Extra Effort & Support</p> <ul style="list-style-type: none"> • English Learners: 22% Fully Prepared, 66% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 35% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 31% Fully Prepared, 64% Prepared With Extra Effort & Support 	<p>33% Prepared With Extra Effort & Support</p> <ul style="list-style-type: none"> • English Learners: 23% Fully Prepared, 73% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 38% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 26% Fully Prepared, 67% Prepared With Extra Effort & Support 			<p>35% Prepared With Extra Effort & Support</p> <ul style="list-style-type: none"> • English Learners: 30% Fully Prepared, 70% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Students with disabilities: 40% Fully Prepared, 60% Prepared With Extra Effort & Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2019-20	Data from: SY 2020-21 EOY			
Priority 1 - Basic: Teachers appropriately credentialed	83% Baseline data from: SY 2020-21	California has delayed the release of this data from the SARC			100%
Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher	All students: 39% Asian students: 38% Hispanic or Latino students: 32% Two or more races students: 67% White students: 50% English Learners: n/a Socioeconomically Disadvantaged students: 44% Students with disabilities: 25% Baseline data from: Class of 2020	All students: 44% Asian students: 58% Black or African American students: 25% Hispanic or Latino students: 39% Two or more races students: 30% White students: 38% English Learners: 25% Socioeconomically Disadvantaged students: 47% Students with disabilities: 11% Data from: Class of 2021			All students: 45% Asian students: 45% Hispanic or Latino students: 45% Two or more races students: 45% White students: 45% English Learners: 45% Socioeconomically Disadvantaged students: 45% Students with disabilities: 35%
Priority 4 - Pupil Achievement: Graduates not requiring remediation	All students: 35% Asian students: 54% Hispanic or Latino students: 15%	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and			All students: 40% Asian students: 50% Hispanic or Latino students: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on Early Assessment Program	Two or more races students: 67% White students: 64% English Learners: 0% Socioeconomically Disadvantaged students: 22% Students with disabilities: 17% Baseline data from: Class of 2020	used a local assessment instead.			Two or more races students: 60% White students: 60% English Learners: 20% Socioeconomically Disadvantaged students: 30% Students with disabilities: 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$97,249.00	No
1.2	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. The Chief of Schools and other strategic partners provide coaching and technical training to	\$42,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support school Directors and Deans in their roles as instructional leaders.		
1.3	Literacy Intervention	<p>At Summit we believe that all students are capable of reaching commencement level outcomes by the time that they graduate, but we also realize that students come to our schools with different levels of readiness and with unique skills and needs. Our literacy intervention, Summit Reads, provides targeted support for all students, who engage in accelerated work focusing on making progress towards grade-level outcomes. Programming in Summit Reads is designed to provide students with time to build reading habits and identity, while creating access to grade-level work.</p> <p>Using progress on cognitive skills, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in Designated Instruction or learning centers as appropriate to their learning needs. The reading content and strategies driving Summit Reads at different tiers will be identified by the grade-level team and can be adjusted based on upcoming project work.</p>	\$47,112.00	Yes
1.4	Math Intervention	<p>Similar to our literacy intervention, our math intervention, Summit Solves, will also provide students with more time to engage in math, while providing different levels of teacher support based on student needs. Grade-level teams will also plan this intervention in 6-8 week cycles and assign students to tiers of support based on math concept data. This extra math practice and support will help students build their math identity, while reinforcing and growing students' habits, mindsets, and skills.</p> <p>Using progress on concept scores, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to</p>	\$58,149.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in learning centers as appropriate to their learning needs. The math content and strategies driving Summit Solves at different tiers will be identified by the grade-level team and can be adjusted based on upcoming work.		
1.5	Expeditions	<p>Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes:</p> <ol style="list-style-type: none"> 1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via annual Career Days and through Internships. 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course. 5) Students have an opportunity to obtain support on core academic course work and enhance their learning. 	\$426,463.00	Yes
1.6	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, self-directed learning time, and mentorship to help students continually develop their habits of success.	\$441,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	College Process Support	<p>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 circumstances. To support students in achieving this goal:</p> <p>1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process.</p> <p>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.</p> <p>3) Director of College Readiness: The Director is an expert on the college application process and the college transition process. They support the Administrators of the school by keeping an 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 in Expeditions.</p> <p>4) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action).</p>	\$18,074.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of our actions for school year 21-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 1.

An explanation of how effective the specific actions were in making progress toward the goal.

Given the challenges we continued to face this year as we welcomed students back on campus, our implemented actions have been mostly effective in making progress toward our goal of “All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.” The vast majority of our class of 2021 graduates have gone on to enroll in 4-year college, and students in all grade levels made significant academic and personal growth.

This was an incredibly challenging year in teacher retention and teacher vacancies across the state due to COVID-19, but we continued to attract and maintain a high quality teaching faculty throughout the year.

As students returned fully in-person this year, we assessed students regularly on Common Core-aligned Cognitive Skills, Math Concepts, and Content Knowledge; delivered our Summit Reads literacy intervention and Summit Solves numeracy interventions for students who needed them. The implementation of our intervention actions were effective as demonstrated by 100% of students on track for college and career readiness in English and 98% of students on track for college and career readiness in Math.

Teachers continued to receive regular coaching and deep PD, including specific PD on how to support students as we welcomed them back on campus after 18 months of virtual learning and promoted continued development of Habits of Success.

Our college support program, inclusive of the excellent work from our mentors, Director of Dean of Students, and the Director of College Readiness, continue to be extremely effective as our class of 2021 had a 95.9% graduation rate and 97.1% of students were admitted to a 4-year college.

The COVID-19 pandemic continued to force us to shuffle our priorities and focus on health, safety, and our students’ and teachers’ ability to be successful for the return and maintenance of in-person instruction through significant quarantine for both students and staff. In spite of

these challenges, we were largely able to implement our actions and services as planned through significant effort on the part of every member of our school community and our Home Office support teams.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While we successfully implemented our actions as planned during a difficult year, we realize there are changes to be made. We will maintain and strengthen the majority of the Actions currently in place along with all metrics as we are seeing the progress toward our 3-year outcomes that we desire. For the school year 22-23 LCAP, we will be modifying Action 1.5 and Action 1.7. Action 1.5 Expeditions has proven to be highly impactful for our secondary students, which is why we will expand our Expedition program into our 6th-8th grades to enable our students to explore their non-academic passions, seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs starting prior to their high school experience. We will also be making changes to our College Process Support (Action 1.7) and will be removing the position of College Readiness Manager.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	(Common Core) All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum.

An explanation of why the LEA has developed this goal.

Summit’s Cognitive Skills and overall curriculum are rooted in the most prominent national and international frameworks of academic standards in current use, and we partnered with the Stanford Center for Assessment, Learning and Equity (SCALE) to develop and validate Common Core-aligned rubrics for assessing the projects that make up the core of our coursework. This goal seeks to track that 100% students have access to this Common Core-aligned curriculum and the courses that enable them to complete the UC A-G course requirements before graduation. When this curriculum, including AP courses, is completed successfully, most of our students should graduate ready for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Graduates who are college or career ready	All students: 63% Asian students: n/a Hispanic or Latino students: 60% Two or more races students: n/a White students: 69% English Learners: n/a Socioeconomically Disadvantaged students: 69% Students with disabilities: 36% Baseline data from: Class of 2020	Due to the COVID-19 pandemic, the California Department of Education did not calculate the College/Career Indicator (CCI) for the Class of 2021			All students: 67% Asian students: 67% Hispanic or Latino students: 65% Two or more races students: 67% White students: 67% English Learners: 45% Socioeconomically Disadvantaged students: 69% Students with disabilities: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 - Course Access: Students enrolled in course schedule that enables UC A-G completion (excluding students with modified graduation requirements in an IEP)	<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p> <p>Baseline data from: SY 2020-21</p>	<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p> <p>Data from: SY 2021-22</p>			<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p>
Priority 1 - Basic: Pupils with access to standards-aligned instructional materials	<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p> <p>Baseline data from: SY 2020-21</p>	<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p> <p>Data from: SY 2021-22</p>			<p>All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Projects are evaluated using Cognitive Skill rubrics that were externally validated and developed in partnership with assessment experts at the Stanford Center for Assessment, Learning and Equity (SCALE). 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, clarifying 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.	\$36,981.00	Yes
2.2	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.	\$90,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Summit Learning Platform Access and Rostering	Summit's Data Team supports school leaders in managing the scheduling process and maintaining rosters in the online Summit Learning Platform, which teachers use for assigning and grading projects, tracking student progress, and administering content assessments.	\$15,269.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of our actions for school year 21-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 2

An explanation of how effective the specific actions were in making progress toward the goal.

We were able to implement our Actions with a high degree of effectiveness toward ensuring all students are on track to graduate while completing a rigorous, Common Core-aligned curriculum. Our extended school day gave students the opportunity to access the curriculum, technology, and internet before and after school hours; teachers fully executed the common core assessment plan enabling students to gain more authentic real world skills and better meet the Common Core proficiency standards; and our teachers received the curriculum management support in order to make changes to the curriculum needed to effectively support the individual needs of their students. The effectiveness of our actions is demonstrated by 96% of graduates who are college and career ready, 100% of students meeting A-G completion, 100% of scholars enrolled in a broad course of study and with access to standards-aligned materials.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the LCAP reflection process, educational partner engagement, and progress we've seen toward our desired outcomes, we will maintain our goal, metrics, and actions for the 22-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	(Community) Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning.

An explanation of why the LEA has developed this goal.

Preparing a diverse student population for success in a four-year college and life beyond is not something that can be done by teachers and school leaders alone. Building a school community that is safe, welcoming, and engaging for students and that successfully makes families partners in the academic and personal growth of their children is crucial to student well-being and long-term success. This goal seeks to encapsulate the many actions we take to build just such a school community, while surfacing the metrics that would reveal how successful we are at achieving that objective.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: Average Daily Attendance (ADA)	All students: 93% Asian students: 96% Hispanic or Latino students: 92% Two or more races students: 95% White students: 94% English Learners: 92% Socioeconomically Disadvantaged students: 91% Students with disabilities: 91%	All students: 92% Asian students: 95% Hispanic or Latino students: 89% Two or more races students: 92% White students: 95% English Learners: 92% Socioeconomically Disadvantaged students: 88% Students with disabilities: 92%			All students: 95% Asian students: 95% Hispanic or Latino students: 95% Two or more races students: 95% White students: 95% English Learners: 95% Socioeconomically Disadvantaged students: 95% Students with disabilities: 95%
		Data from: SY 2021-22 through 4/1/2022			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2020-21 as of April 1st, 2021				
Priority 5 - Pupil Engagement: Chronic absenteeism rate	All students: 12% Asian students: 5% Hispanic or Latino students: 16% Two or more races students: 9% White students: 10% English Learners: 14% Socioeconomically Disadvantaged students: 21% Students with disabilities: 17% Baseline data from: SY 2020-21 as of April 1st, 2021	All students: 15% Asian students: 3% Hispanic or Latino students: 20% Two or more races students: 9% White students: 12% English Learners: 18% Socioeconomically Disadvantaged students: 24% Students with disabilities: 18% Data from: SY 2021-22 through 4/1/2022			All students: 8% Asian students: 8% Hispanic or Latino students: 8% Two or more races students: 8% White students: 8% English Learners: 8% Socioeconomically Disadvantaged students: 8% Students with disabilities: 8%
Priority 5 - Pupil Engagement: Middle school dropout rate	n/a	n/a			n/a
Priority 5 - Pupil Engagement: High school dropout rate	All students: 4% Asian students: n/a Hispanic or Latino students: 0% Two or more races students: n/a White students: 13% English Learners: n/a	All students: 2% Asian students: 0% Hispanic or Latino students: 2% White students: 0% English Learners: 0%			All students: 3% Asian students: 3% Hispanic or Latino students: 3% Two or more races students: 3% White students: 3% English Learners: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged students: 3% Students with disabilities: 7% Baseline data from: SY 2019-20	Socioeconomically Disadvantaged students: 3% Students with disabilities: 4% Data from: SY 2020-21			Socioeconomically Disadvantaged students: 3% Students with disabilities: 3%
Priority 6 - School Climate: Pupil Suspension Rate	All students: 0% Asian students: 0% Hispanic or Latino students: 0% Two or more races students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Baseline data from: SY 2020-21 as of April 1st, 2021	All students: 0% Asian students: 0% Hispanic or Latino students: 0% Two or more races students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Data from: SY 2020-21 EOY			All students: 2% Asian students: 2% Hispanic or Latino students: 2% Two or more races students: 2% White students: 2% English Learners: 2% Socioeconomically Disadvantaged students: 2% Students with disabilities: 2%
Priority 6 - School Climate: Pupil Expulsion Rate	0% Baseline data from: SY 2020-21 as of April 1st, 2021	0% Data from: SY 2021-22			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parental Involvement: Parents/families having a family meeting with student's mentor	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2020-21			All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%
Priority 6 - School Climate: Families responding positively to "I feel my child is physically safe at school" on family survey	All families: 80% Families of unduplicated students: 87% Baseline data from: SY 2020-21	All families: 87% Families of unduplicated students: 85% Data from: SY 2021-22			All families: 85% Families of unduplicated students: 85%
Priority 6 - School Climate: Families responding positively to "I feel my child is emotionally safe at school" on family survey	All families: 82% Families of unduplicated students: 89% Baseline data from: SY 2020-21	All families: 87% Families of unduplicated students: 85% Data from: SY 2021-22			All families: 87% Families of unduplicated students: 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to “I feel connected to my student’s school” on family survey	All families: 75% Families of unduplicated students: 96% Baseline data from: SY 2020-21	All families: 81% Families of unduplicated students: 77% Data from: SY 2021-22			All families: 80% Families of unduplicated students: 90%
Priority 3 - Parental Involvement: Families responding positively to “I understand my student’s academic performance and progress in school” on family survey	All families: 93% Families of unduplicated students: 100% Baseline data from: SY 2020-21	All families: 94% Families of unduplicated students: 92% Data from: SY 2021-22			All families: 95% Families of unduplicated students: 95%
Priority 3 - Parental Involvement: Families responding positively to “I understand what I can do to support my student academically” on family survey	All families: 96% Families of unduplicated students: 100% Baseline data from: SY 2020-21	All families: 93% Families of unduplicated students: 92% Data from: SY 2021-22			All families: 95% Families of unduplicated students: 95%
Priority 3 - Parental Involvement: Families responding positively to “My student’s school uses my feedback when making decisions” on family survey	All families: 63% Families of unduplicated students: 80% Baseline data from: SY 2020-21	All families: 64% Families of unduplicated students: 85% Data from: SY 2021-22			All families: 70% Families of unduplicated students: 75%
Priority 6 - School Climate: Students	All students: 89% Asian students: 94%	All students: 93% Asian students: 90%			All students: 92% Asian students: 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
responding positively to “There is at least one adult at my school that I trust” on student survey	<p>Hispanic or Latino students: 84%</p> <p>Two or more races students: 83%</p> <p>White students: 94%</p> <p>English Learners: 79%</p> <p>Socioeconomically Disadvantaged students: 84%</p> <p>Students with disabilities: 89%</p> <p>Baseline data from: SY 2020-21</p>	<p>Hispanic or Latino students: 92%</p> <p>Two or more races students: 90%</p> <p>White students: 99%</p> <p>English Learners: 93%</p> <p>Socioeconomically Disadvantaged students: 93%</p> <p>Students with disabilities: 92%</p> <p>Data from: SY 2021-22</p>			<p>Hispanic or Latino students: 92%</p> <p>Two or more races students: 92%</p> <p>White students: 92%</p> <p>English Learners: 92%</p> <p>Socioeconomically Disadvantaged students: 92%</p> <p>Students with disabilities: 92%</p>
Priority 6 - School Climate: Students responding positively to “I feel physically safe at school” on student survey	<p>All students: 93%</p> <p>Asian students: 93%</p> <p>Hispanic or Latino students: 93%</p> <p>Two or more races students: 92%</p> <p>White students: 92%</p> <p>English Learners: 97%</p> <p>Socioeconomically Disadvantaged students: 90%</p> <p>Students with disabilities: 97%</p> <p>Baseline data from: SY 2020-21</p>	<p>All students: 92%</p> <p>Asian students: 94%</p> <p>Hispanic or Latino students: 94%</p> <p>Two or more races students: 94%</p> <p>White students: 87%</p> <p>English Learners: 93%</p> <p>Socioeconomically Disadvantaged students: 92%</p> <p>Students with disabilities: 83%</p> <p>Data from: SY 2021-22</p>			<p>All students: 95%</p> <p>Asian students: 95%</p> <p>Hispanic or Latino students: 95%</p> <p>Two or more races students: 95%</p> <p>White students: 95%</p> <p>English Learners: 95%</p> <p>Socioeconomically Disadvantaged students: 95%</p> <p>Students with disabilities: 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate: Students responding positively to “I feel emotionally safe at school” on student survey	All students: 87% Asian students: 89% Hispanic or Latino students: 85% Two or more races students: 88% White students: 90% English Learners: 90% Socioeconomically Disadvantaged students: 88% Students with disabilities: 92% Baseline data from: SY 2020-21	All students: 86% Asian students: 88% Hispanic or Latino students: 89% Two or more races students: 77% White students: 84% English Learners: 90% Socioeconomically Disadvantaged students: 85% Students with disabilities: 81% Data from: SY 2021-22			All students: 92% Asian students: 92% Hispanic or Latino students: 92% Two or more races students: 92% White students: 92% English Learners: 92% Socioeconomically Disadvantaged students: 92% Students with disabilities: 92%
Priority 6 - School Climate: Faculty members responding positively to “I feel physically safe at school” on faculty survey	91% Baseline data from: SY 2018-19	Due to the timing of teacher contract negotiations, we were unable to do a faculty survey in SY22			95%
Priority 6 - School Climate: Faculty members responding positively to “I feel emotionally safe at school” on faculty survey	83% Baseline data from: SY 2018-19	Due to the timing of teacher contract negotiations, we were unable to do a faculty survey in SY22			90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - Basic: Facilities in good repair	Yes Baseline data from: SY 2020-21	Yes Data from: SY 2021-22			Yes

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$35,687.00	Yes
3.2	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 creating a positive classroom environment and works directly with students and families to respond to unproductive behaviors.	\$111,586.00	Yes
3.3	Mentor Meetings and Family Access to	At the beginning of the year, mentors meet with every student & family to review and set annual goals. Throughout the year, mentors will	\$27,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Summit Learning Platform	have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students. Additionally, the Summit Learning Platform has a family-facing login and interface for families to have instant access to students' work and to monitor their progress against their annual goals.		
3.4	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 Assistant phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken.	\$29,164.00	Yes
3.5	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.	\$47,289.00	Yes
3.6	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.	\$20,000.00	No
3.7	Parent Organization & Community Events	Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	\$26,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization, with all teachers engaging in ABAR teaching and mentoring practices, all employees continually working on their personal development and knowledge development in this area, and schools facilitating ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.	\$25,055.00	Yes
3.9	Site Safety	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.	\$6,666.00	Yes
3.10	Data Security	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's Tech and Data Teams work continuously to ensure that our systems are secure and student information is protected.	\$43,520.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of our actions for school year 21-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 3.

An explanation of how effective the specific actions were in making progress toward the goal.

Given the challenges we continued to face this year as we welcomed students back on campus, our implemented actions have been mostly effective in making progress toward our goal of “maintaining a safe, welcoming school environment for developing community, engaging students, and making families partners in their students’ learning”. Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization with all teachers engaging in ABAR teaching and mentoring practices, and we are proud of the progress we made this year with action 3.8 — all employees worked on their personal development and knowledge development in this area, faculty received regular training and PD on implementing ABAR practices in the classroom, ABAR practices were infused into our February professional development week and we effectively collaborated with external consultants.

Counselors provided appropriate mental & behavioral health supports; our Dean of Culture & Instruction provided direct support to help students, families, and teachers overcome obstacles; our teachers met regularly in grade-level teams to look at data and plan interventions for students; and our Home Office teams supported our site in creating robust emergency and safety plans. While we did not anticipate the number of additional COVID-19 surges and the challenges that came with it, the tools and supports we had in place allowed us to respond nimbly.

As a result of the effectiveness of the described actions, the vast majority of our students and families reported feeling both physically and emotionally safe as demonstrated by our annual school climate survey:

- 87% families responded positively to “I feel my child is physically safe at school” on family survey
- 87% Families responding positively to “I feel my child emotionally safe at school” on family survey
- 92% Students responding positively to “I feel physically safe at school” on student survey
- 86% Students responding positively to “I feel emotionally safe at school” on student survey

While we saw positive results from our student surveys, our chronic absenteeism rates increased to 15% Chronically absent as a result of COVID-19 and the challenges with student and staff quarantining. We are hopeful that SY 22-23 will see fewer disruptions from the ongoing pandemic, but as a result of our high chronic absenteeism rate, we will increase our efforts and attention on our Comprehensive Attendance and Absence Program (Action 3.4) in order to improve attendance and decrease absences. Actions in this program include regular Office

Assistant phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken.

Our school is on a continuing journey to grow our restorative justice practices and create an inclusive, anti-racist community. This is hard work, and there are constant challenges, but we have continued to push forward and make progress. Although the pandemic has changed much, we are continuing to dedicate resources to making sure every member of our community feels a sense of belonging and is both physically and emotionally safe.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the LCAP reflection process, educational partner engagement, and progress we've seen toward our desired outcomes, we will maintain our goal, metrics, and actions for the 22-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	(English Language Learners) Summit provides supports that enable English Language Learners to develop English proficiency and graduate college-ready.

An explanation of why the LEA has developed this goal.

Summit’s mission to prepare a diverse population for success in a four-year college and in life beyond requires paying careful attention to all student groups, and on a number of crucial metrics of college preparedness, English Language Learners have consistently performed worse than their English-fluent peers. This includes data on our Common Core-aligned Cognitive Skills that are at the heart of our academic model. Stakeholder input from faculty and families also validated these disparities as a widely-held concern.

We are redoubling our efforts to close these gaps for English Language Learners, and this goal seeks to track our progress in this initiative. We are reinvesting in a number of aspects of our program, from the English Language Development Designated Instruction block to the integrated supports in our curriculum to the professional development and coaching of teachers of English Language Learners. In success, we should see English Language Learners develop English proficiency more quickly and have stronger performance on a number of ultimate outcomes of high school by the end of the 2023-24 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: ELLs making progress in English proficiency year-over-year	65% Baseline data from: SY 2018-19	While ELPAC testing resumed in Spring 2021, Spring 2022 ELPAC results are not yet available, so this metric cannot be calculated yet.			70%
Priority 4 - Pupil Achievement: English Learner reclassification rate	6% Baseline data from: SY 2019-20	0% Data from: SY 2020-21			10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: English Learner 4-year cohort graduation rate	Not enough data Baseline data from: Class of 2020	96% Data from: Class of 2021			90%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates who completed UC/CSU A-G requirements	97% Baseline data from: Class of 2020	97% Data from: 2021			100%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates accepted to at least one 4-year college	97% Baseline data from: Class of 2020	97% Data from: Class of 2021			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Beyond the supports provided for English Learners in all courses through integrated instruction, Summit is reinvesting in our English Language Development (ELD) Designated Instruction block. Twice a week, all students scoring in Levels 1-3 on the ELPAC, as well as students scoring Level 4 that need additional support, will receive dedicated instruction focused on reading comprehension and academic language. The CLAD-credentialed teacher leading the block will also receive ongoing professional development, described in more detail below.	\$22,010.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Integrated Supports in Core Curriculum	Summit is continuing to invest in differentiated materials in the base curriculum across courses to ensure that English Learners are able to effectively access the curriculum. For SY 22-23, we will be partnering with Houghton Mifflin and their English 3D curriculum to provide additional curricular support and training. All teachers will leverage these resources and responsively apply a set of strategies to support ELs based on students' levels in the four domains of speaking, reading, writing, and listening.	\$14,238.00	Yes
4.3	Training and Ongoing PD for Integrated Supports	Summit will be increasing the amount of training and professional development that all teachers who work with English Learners receive about how to make sure EL students are receiving the right level of support in their core academic classes. This will happen during dedicated teacher PD time in August and February, as well as ongoing opportunities for PD during Expeditions PD weeks and weekly Wednesday PD.	\$44,290.00	Yes
4.4	Training and Ongoing PD for Teachers of Designated Instruction	Teachers of the ELD Designated Instruction Block will likewise receive an increased amount of training and professional development to support their execution of that crucial program. This will be separate from the training other teachers receive on integrated support and will be conducted both at the beginning of school and throughout the year.	\$17,311.00	Yes
4.5	English Language Learner Identification and Notification Procedures	The Dean of Operations will be leading the processes for identifying potential English Learners, ensuring they are tested with the Initial ELPAC, and notifying families of the results. They will also lead on annual Summative ELPAC testing and executing reclassifications for students who qualify. Summit Public Schools employees will support the DOO with training on effectively managing all of these processes and by providing CALPADS and testing management services.	\$11,476.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of our actions for school year 21-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 4.

An explanation of how effective the specific actions were in making progress toward the goal.

Given the challenges we continued to face this year as we welcomed students back on campus, our implemented actions have been mostly effective in making progress toward our goal of “providing support that enable English Language Learners to develop English proficiency and graduate college-ready”. Teachers received increased and intentional professional development focused on ensuring multi-language learners are receiving the right level of support in their core academic classes and teachers of the ELD designated instruction block received supplemental professional development to support their execution of this crucial program; our multi-language learners who scored in Levels 1-3 on the ELPAC received additional dedicated support twice a week; and we continued to provide teachers with supplemental materials to ensure our multi-language learners are able to effectively access the curriculum. As a result of the effective implementation of our actions, for the class of 2021, we saw a graduation rate of 100% for our English learners along with 100% of graduates completing the UC/CSU A-G requirements.

While we are incredibly proud of the progress our English learners have made, there is always room for continued growth. We believe by continuing to make these investments will accelerate English Learners’ progress towards English proficiency, while enabling them to fully access our curriculum as they develop their English skills.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of the LCAP reflection process, educational partner engagement, and progress we’ve seen toward our desired outcomes, we will maintain the goal, metrics, and actions that are in place for the 22-23 school year. While we continue to see progress with our English

learners as well as a decrease in our academic disproportionality data, there are still improvements to be made. We will be contracting with Houghton Mifflin and their English 3D curriculum, which has been added to our Action 4.2. This will include on-site professional development throughout the year for all teachers with a focus on effective designated ELD instruction. In addition, we will incorporate additional stipends for our designated teachers on-site into our Action 4.4 and provide them with additional EL prep time in order to effectively coach and facilitate training to other teachers. These actions are a continued response from our educational partners' feedback to provide additional resources and focus on our English learners as we were seeing academic and social disproportionate outcomes for our English learner students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$234,458.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.99%	0.00%	\$0.00	6.99%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Teacher Support and Professional Development: We continue to see persistent disparities between the academic performance of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups.

Ongoing support and professional development for teachers is crucial for addressing these disparities, both to improve teachers' general effectiveness in the classroom, which should disproportionately help students who are struggling, and to increase teachers' ability to execute interventions specifically targeting students who need extra support. The amount of time and resources dedicated to professional development at Summit is a core part of our model, and a large majority of teachers agree that the regular coaching they receive improves their professional practice.

Literacy Intervention: All students will participate in the literacy intervention block, Summit Reads, but smaller group settings with more intensive teacher support will be reserved for students who demonstrate through their cognitive skill performance that they are not on track to

be prepared for a four-year college without requiring extra effort and support. Our data suggests that such students are disproportionately likely to be English learners or low-income, and these smaller group sizes and more individualized teacher attention should help close these gaps. Additionally, English Learners who have not yet reached Level 4 on the ELPAC will participate in a English Language Development Designated Instruction Block specifically focused on reading comprehension and academic language.

Math Intervention: Similar to the literacy intervention, our math intervention, Summit Solves, provides smaller groupings and more intensive teacher support for students whose math concept averages suggest they are not on track to be prepared for a four-year college without extra effort and support. Learning science suggests that more time spent on math is beneficial for any student, but the extra teacher support should be especially effective for closing these gaps for unduplicated students, who are disproportionately likely to be behind in math.

Expeditions: Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes:

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

Habits of Success Program: Summit's 16 Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, have a strong grounding in the academic research, as demonstrated through The Science of Summit white paper. While they are essential to all students, students who are not on track academically, as English learners and low-income students disproportionately are, especially benefit from direct support in developing these Habits. Integrating HoS instruction and practice throughout projects, self-directed learning time, and mentoring will provide many opportunities for unduplicated students to develop them.

College Process Support: All Summit students receive support in navigating the potentially very complex college application process and its many prerequisites, deadlines, and paperwork requirements. However, unduplicated students are disproportionately likely to have parents who have not personally been through the US college application process themselves, and thus, they especially benefit from the strong support that Summit provides through 12th grade mentors, the network College Readiness Team, and the 11th grade College Readiness Expeditions course. The extremely high percentage of graduates who are accepted to a four-year college attests to the effectiveness of this support, and the similar rates of acceptance of current and reclassified English learners when compared to native English speakers suggests this intervention is effective at closing the gap.

Common Core Common Assessment Plan: The Common Core Common Assessment Plan is a crucial part of monitoring the academic performance of Summit, and getting regular assessments of Common Core-aligned Cognitive Skills evaluated using authentic, project-based rubrics helps to quickly identify students who are not on track to be prepared for college without additional effort and support. As discussed

above, cognitive skill data shows continued gaps in the performance between English learners and low-income students when compared to their English fluent and non-low-income peers, so the ability to effectively and regularly assess performance throughout the year is critical to effectively intervening. This assessment data informs numerous other interventions, from individual support during project class time all the way to the math and literacy intervention blocks, and these interventions increase the chances students will succeed in high school and ultimately graduate.

Extended School Day: While the Summit Learning Platform and students' course materials are available 24 hours per day, low-income students are disproportionately likely to face barriers to accessing their coursework outside of regular school hours. Slow or unavailable home internet access and a lack of a quiet place to work are common barriers that higher-income students tend not to face. Providing space, time, and additional teacher support before and after school enables these students to do academic work they may not be able to effectively tackle at home.

Community Engagement Team: The Community Engagement Manager spends significant time working to engage families who may be harder to reach through traditional community engagement methods. For instance, they are responsible for translating school communications into languages other than English, which families of English learners are especially likely to benefit from, and they communicate with families through a variety of mediums, like text messages and social media, that make it easier for caregivers with non-traditional work schedules to engage with. This disproportionately benefits the families of lower-income students, who are more likely to have such work schedules. The effectiveness of the Community Engagement Manager for supporting families of English learners and low-income students is demonstrated by the fact that such families are more likely to say they feel connected to their school on our annual survey than the overall family population.

Dean of Culture & Instruction: The Dean of Culture & Instruction coaches teachers on building and maintaining a positive classroom environment and works directly with students and families to respond to unproductive behaviors. The Dean increases capacity for case management and mentoring of students needing extra support, and data suggests students in those situations are disproportionately likely to be low-income.

Mentor Meetings and Family Access to Summit Learning Platform: Summit's practice of all families having at least one annual meeting with their student's mentor is especially effective at making sure harder-to-reach families, which are often those of English learners and low-income students, have a direct face-to-face connection with one of their student's teachers. This practice, combined with the 24/7 availability of the Summit Learning Platform for families, has led to extremely high agreement on the family survey with the statements "I understand my student's academic performance and progress in school" and "I understand what I can do to support my students academically".

Comprehensive Attendance and Absence Program: Summit's attendance data suggests that low-income students and English learners are more likely to be chronically absent when compared to their higher-income and English fluent peers. Thus, the Comprehensive Attendance and Absence Program targeting absent students and aiming to increase overall attendance disproportionately seeks to address issues for unduplicated students that are preventing them from attending school consistently. While this problem continues to be a challenge, we have seen improvements in attendance after targeted reach-outs to families.

Multi-tiered System of Supports: Our cognitive skill data shows discrepancies in the performance of low-income and English learner students when compared to their peers, and behavioral data suggests similar discrepancies in non-academic struggles for these subgroups. By providing extra support to students with these types of challenges, the Multi-tiered System of Supports allows school leaders to dig in deeper on the specific issues a particular student is facing, and in the aggregate, this helps close gaps between the unduplicated students and their peers.

Parent Organization & Community Events: As family survey data and feedback shows, families of low-income students are more likely to say

they feel connected to their school than families overall. This suggests that our overall family engagement efforts have been especially effective at making families of unduplicated students feel like part of the school community, and having a strong parent organization and frequent community events, including childcare and translation services, are crucial parts of making this work. In our LCAP stakeholder engagement, we also heard from families how much desire there is to re-establish in-person community after the pandemic has kept people physically distanced over the last year, which further emphasizes the importance of this action.

Anti-Bias Anti-Racist (ABAR) Practices and Programming: Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization and embedding ABAR practices in all aspects of teaching and mentoring. By investing in professional development and ongoing coaching for teachers, we expect classroom environments and academic practices to be even more equitable over time, and that should especially benefit students struggling academically or behaviorally, who are disproportionately unduplicated students.

Site Safety: Historically, unduplicated students have tended to be less likely to report feeling physically safe at school compared to their non-unduplicated peers, so investing time and resources into site safety is especially likely to benefit these students. When students feel physically (and emotionally) safe at school, they are more likely to be able to focus on academics, and given the gaps in cognitive skill performance between English learners and low-income students compared to their peers, ensuring site safety is a necessary but not sufficient condition for closing those gaps.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Collectively, the many different contributing actions demonstrate Summit's commitment to its mission of "preparing a diverse student population for success in a four-year college and to be thoughtful, contributing members of society." We know that students come to our school with different levels of readiness and with unique skills and needs, and that foster youth, English Language Learners and socioeconomically disadvantaged students are especially likely to need additional support to graduate ready for college. The LCFF Supplemental and Concentration funds enable us to provide an intensity and effectiveness of services that would not be possible otherwise. Without those dollars, we would likely not be able to afford dedicated positions like the Dean of Culture & Instruction and the Community Engagement Manager, both of whom are critical to making sure all students and all families get the support they need for students to succeed in school. Additionally, we would likely have to scale back or eliminate a number of the other actions that our data shows make a difference for improving outcomes for unduplicated students, including our college-readiness program and our literacy and numeracy programs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Summit Tahoma did not receive the concentration grant add-on and therefore a response to this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA: Summit Tahoma is a single school LEA	NA: Summit Tahoma is a single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA: Summit Tahoma is a single school LEA	NA: Summit Tahoma is a single school LEA

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,675,918.00			\$79,935.00	\$1,755,853.00	\$1,182,745.00	\$573,108.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Attracting and Retaining Highly Qualified Teachers	All	\$87,055.00			\$10,194.00	\$97,249.00
1	1.2	Teacher Support and Professional Development	English Learners Foster Youth Low Income	\$42,962.00				\$42,962.00
1	1.3	Literacy Intervention	English Learners Foster Youth Low Income	\$47,112.00				\$47,112.00
1	1.4	Math Intervention	English Learners Foster Youth Low Income	\$58,149.00				\$58,149.00
1	1.5	Expeditions	English Learners Foster Youth Low Income	\$426,463.00				\$426,463.00
1	1.6	Habits of Success Program	English Learners Foster Youth Low Income	\$391,476.00			\$49,741.00	\$441,217.00
1	1.7	College Process Support	English Learners Foster Youth Low Income	\$18,074.00				\$18,074.00
2	2.1	Common Core Common Assessment Plan	English Learners Foster Youth Low Income	\$36,981.00				\$36,981.00
2	2.2	Extended School Day	English Learners Foster Youth Low Income	\$90,486.00				\$90,486.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Summit Learning Platform Access and Rostering	All	\$15,269.00				\$15,269.00
3	3.1	Community Engagement Team	English Learners Foster Youth Low Income	\$35,687.00				\$35,687.00
3	3.2	Dean of Culture & Instruction	English Learners Foster Youth Low Income	\$111,586.00				\$111,586.00
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	English Learners Foster Youth Low Income	\$27,250.00				\$27,250.00
3	3.4	Comprehensive Attendance and Absence Program	English Learners Foster Youth Low Income	\$29,164.00				\$29,164.00
3	3.5	Multi-tiered System of Supports	English Learners Foster Youth Low Income	\$47,289.00				\$47,289.00
3	3.6	Mental and Behavioral Health Supports	All				\$20,000.00	\$20,000.00
3	3.7	Parent Organization & Community Events	English Learners Foster Youth Low Income	\$26,349.00				\$26,349.00
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	English Learners Foster Youth Low Income	\$25,055.00				\$25,055.00
3	3.9	Site Safety	English Learners Foster Youth Low Income	\$6,666.00				\$6,666.00
3	3.10	Data Security	All	\$43,520.00				\$43,520.00
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	English Learners	\$22,010.00				\$22,010.00
4	4.2	Integrated Supports in Core Curriculum	English Learners	\$14,238.00				\$14,238.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Training and Ongoing PD for Integrated Supports	English Learners	\$44,290.00				\$44,290.00
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	English Learners	\$17,311.00				\$17,311.00
4	4.5	English Language Learner Identification and Notification Procedures	English Learners	\$11,476.00				\$11,476.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,352,420.00	\$234,458.00	6.99%	0.00%	6.99%	\$1,530,074.00	0.00%	45.64 %	Total:	\$1,530,074.00
								LEA-wide Total:	\$1,420,749.00
								Limited Total:	\$109,325.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Teacher Support and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,962.00	
1	1.3	Literacy Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,112.00	
1	1.4	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,149.00	
1	1.5	Expeditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$426,463.00	
1	1.6	Habits of Success Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$391,476.00	
1	1.7	College Process Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,074.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Common Core Common Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,981.00	
2	2.2	Extended School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,486.00	
3	3.1	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,687.00	
3	3.2	Dean of Culture & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,586.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,250.00	
3	3.4	Comprehensive Attendance and Absence Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,164.00	
3	3.5	Multi-tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,289.00	
3	3.7	Parent Organization & Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,349.00	
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,055.00	
3	3.9	Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,666.00	
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$22,010.00	
4	4.2	Integrated Supports in Core Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$14,238.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$44,290.00	
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,311.00	
4	4.5	English Language Learner Identification and Notification Procedures	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,476.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,887,888.00	\$1,723,124.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attracting and Retaining Highly Qualified Teachers	No	\$70,049.00	\$57,525
1	1.2	Teacher Support and Professional Development	Yes	\$41,310.00	\$39,678
1	1.3	Literacy Intervention	Yes	\$47,162.00	\$47,254
1	1.4	Math Intervention	Yes	\$58,191.00	\$58,143
1	1.5	Expeditions	No	\$483,750.00	\$483,750
1	1.6	Habits of Success Program	Yes	\$434,241.00	\$419,228
1	1.7	College Process Support	Yes	\$33,243.00	\$32,739
2	2.1	Common Core Common Assessment Plan	Yes	\$36,734.00	\$35,270
2	2.2	Extended School Day	Yes	\$90,533.00	\$87,318
2	2.4	Summit Learning Platform Access and Rostering	No	\$14,134.00	\$12,104

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement Team	Yes	\$125,603.00	\$31,531
3	3.2	Dean of Culture & Instruction	Yes	\$118,863.00	\$123,451
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	\$27,378.00	\$26,510
3	3.4	Comprehensive Attendance and Absence Program	Yes	\$24,770.00	\$21,129
3	3.5	Multi-tiered System of Supports	Yes	\$47,234.00	\$45,508
3	3.6	Mental and Behavioral Health Supports	No	\$30,000.00	
3	3.7	Parent Organization & Community Events	Yes	\$25,469.00	\$24,277
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	\$24,484.00	\$23,262
3	3.9	Site Safety	Yes	\$6,472.00	\$6,224
3	3.10	Data Security	No	\$41,362.00	\$40,740
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	\$21,720.00	\$21,648
4	4.2	Integrated Supports in Core Curriculum	Yes	\$13,760.00	\$13,763

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	\$43,567.00	\$41,940
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	\$17,188.00	\$18,559
4	4.5	English Language Learner Identification and Notification Procedures	Yes	\$10,671.00	\$11,573

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$247,487	\$1,208,901.00	\$1,089,313.00	\$119,588.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teacher Support and Professional Development	Yes	\$41,310.00	\$39,678		
1	1.3	Literacy Intervention	Yes	\$47,162.00	\$47,254		
1	1.4	Math Intervention	Yes	\$58,191.00	\$58,143		
1	1.6	Habits of Success Program	Yes	\$394,549.00	\$379,536		
1	1.7	College Process Support	Yes	\$33,243.00	\$32,739		
2	2.1	Common Core Common Assessment Plan	Yes	\$36,734.00	\$35,270		
2	2.2	Extended School Day	Yes	\$90,533.00	\$87,318		
3	3.1	Community Engagement Team	Yes	\$125,603.00	\$31,531		
3	3.2	Dean of Culture & Instruction	Yes	\$118,863.00	\$123,451		
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	\$27,378.00	\$26,510		
3	3.4	Comprehensive Attendance and Absence Program	Yes	\$24,770.00	\$21,129		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Multi-tiered System of Supports	Yes	\$47,234.00	\$45,508		
3	3.7	Parent Organization & Community Events	Yes	\$25,469.00	\$24,277		
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	\$24,484.00	\$23,262		
3	3.9	Site Safety	Yes	\$6,472.00	\$6,224		
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	\$21,720.00	\$21,648		
4	4.2	Integrated Supports in Core Curriculum	Yes	\$13,760.00	\$13,763		
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	\$43,567.00	\$41,940		
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	\$17,188.00	\$18,559		
4	4.5	English Language Learner Identification and Notification Procedures	Yes	\$10,671.00	\$11,573		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,499,534	\$247,487	0.00%	7.07%	\$1,089,313.00	0.00%	31.13%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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