LCFF Budget Overview for Parents

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

CDS Code: 43104390123794

School Year: 2024-25

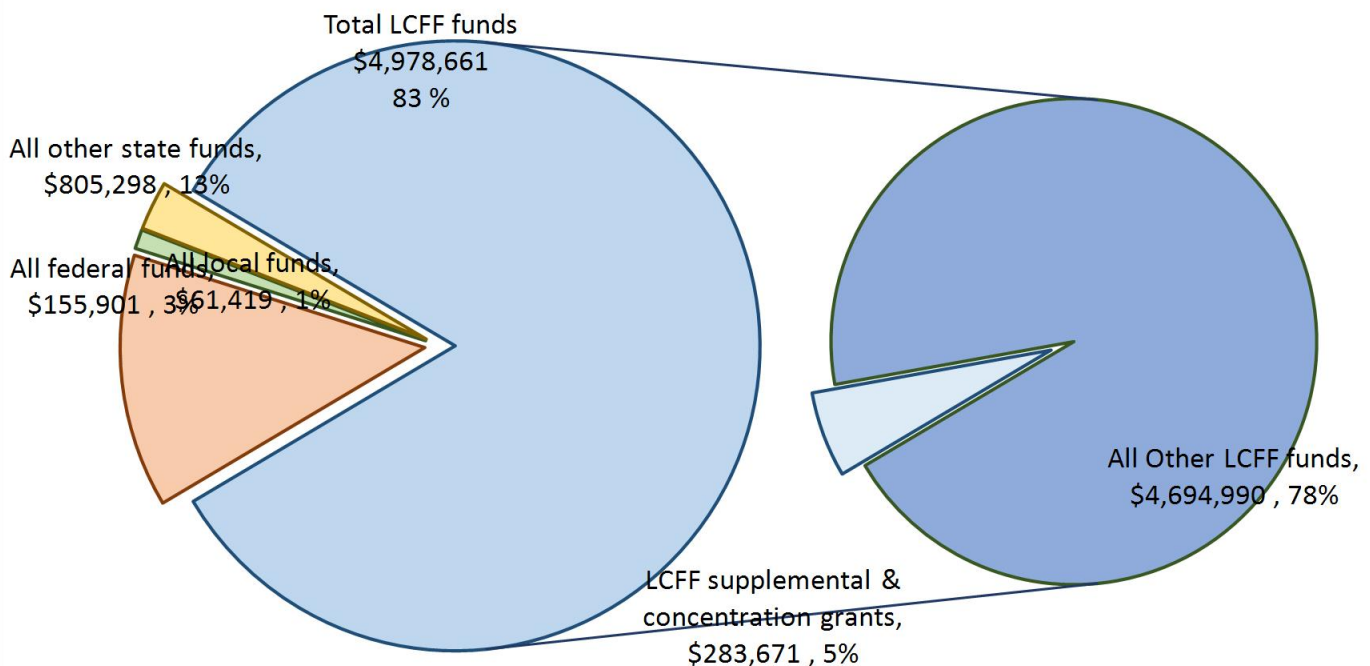LEA contact information:

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $4,978,661 83 %

All other state funds, $805,298 , 13%

All federal funds, $155,901 , 3%

All local funds, $61,419 , 1%

All Other LCFF funds, $4,694,990 , 78%

LCFF supplemental & concentration grants, $283,671 , 5%

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 $6,001,279, of which $4,978,661 is Local Control Funding Formula (LCFF), $805,298 is other state funds, $61,419 is local funds, and $155,901 is federal funds. Of the $4,978,661 in LCFF Funds, $283,671 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.

Budgeted Expenditures in the LCAP
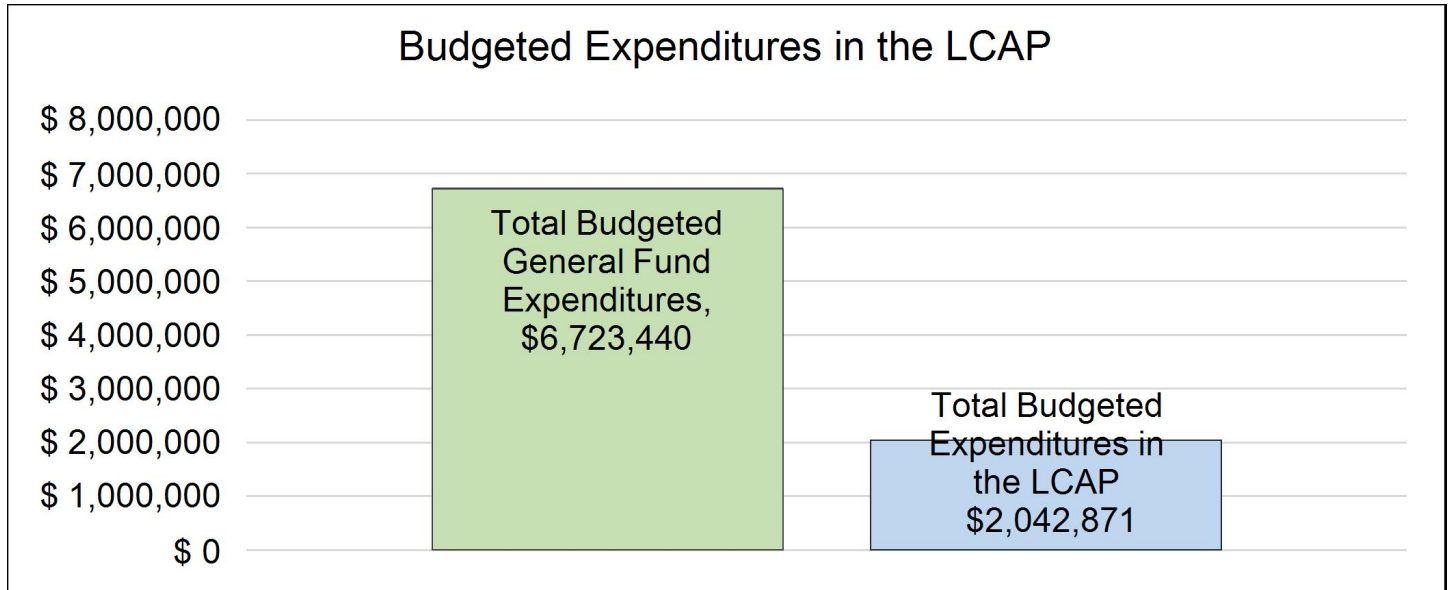
This chart provides a quick summary of how much Summit Public School: Tahoma plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Public School: Tahoma plans to spend $6,723,440 for the 2024-25 school year. Of that amount, $2,042,871 is tied to actions/services in the LCAP and $4,680,569 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
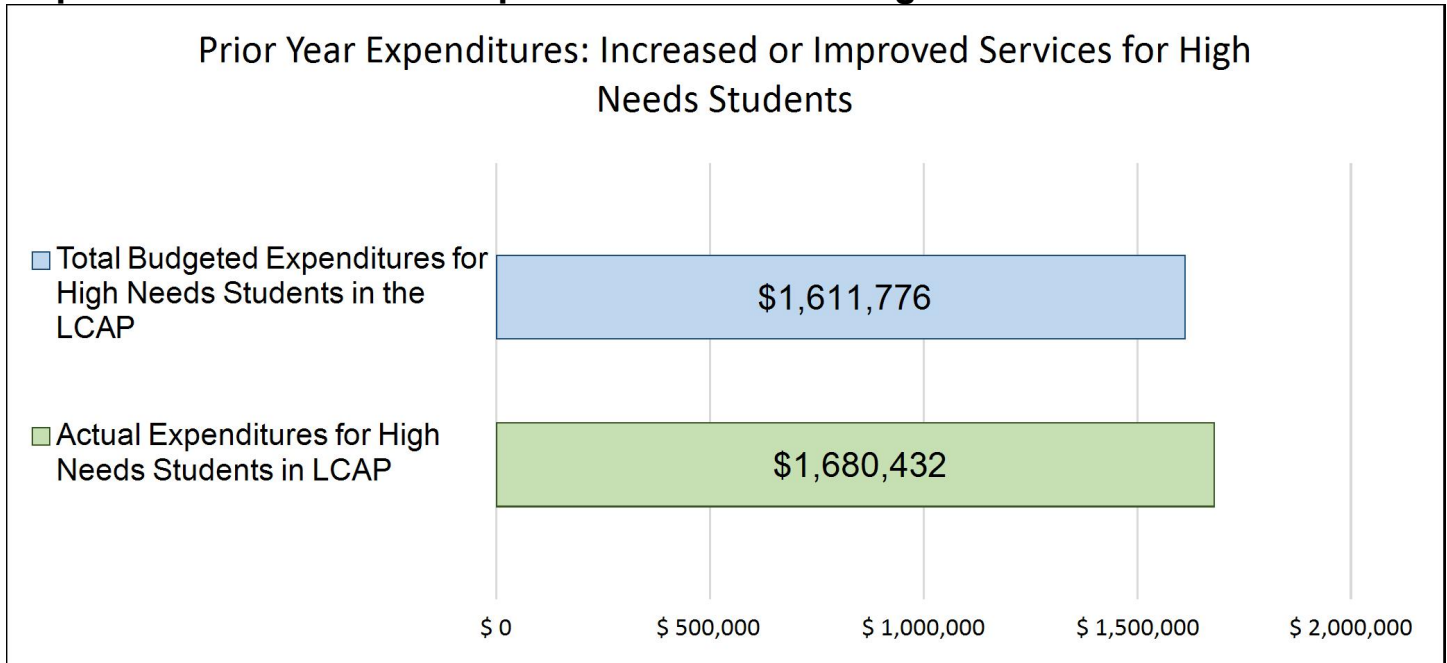
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Summit Public School: Tahoma is projecting it will receive $283,671 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 $1,788,287 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 2023-24

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $1,611,776

Actual Expenditures for High Needs Students in LCAP — $1,680,432

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

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

The text description of the above chart is as follows: In 2023-24, Summit Public School: Tahoma's LCAP budgeted $1,611,776 for planned actions to increase or improve services for high needs students. Summit Public School: Tahoma actually spent $1,680,432 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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% Baseline data from: Class of 2020	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% Data from: Class of 2021	All students: 83% Asian students: 89% Black or African American students: 100% Two or more races students: 79% White students: 82% English Learners: 67% Socioeconomically Disadvantaged students: 76% Students with disabilities: 79% Data from: Class of 2022	All: 82% Asian: 85% Hispanic: 85% EL: 60% SED: 85% SWD: 62% Data from: Class of 2023	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 4 - Pupil Achievement: Graduates attending a 2-year or 4-year college 12 months	88% Baseline data from: Class of 2018	79% Data from: Class of 2021	75.9% Data from: Dataquest 2019-20 College Going Rate	82% Data from: Dataquest 2020-21College Going Rate	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
after graduation ("college-going rate")					
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: 100% Asian students: 100% Hispanic or Latino students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: Class of 2022	All: 94.3% (Green) Hispanic: 94.4% (Yellow) SED: 94.3% (Green) Data from: 2023 CA School Dashboard	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 Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	All students: 71% Asian students: 93% Hispanic or Latino students: 59% Two or more races students: 85% White students: 77% English Learners: 59% Socioeconomically Disadvantaged students: 60% Students with disabilities: 58%	• All students: 48% Fully Prepared, 43% Prepared With Extra Effort & Support • Asian students: 82% Fully Prepared, 14% Prepared With Extra	• All students: 47% Fully Prepared, 43% Prepared With Extra Effort & Support • Asian students: 70% Fully Prepared, 25% Prepared With Extra	• All students: 56% Fully Prepared, 39% Prepared With Extra Effort & Support • Asian students: 76% Fully Prepared, 22% Prepared With Extra	All students: 80% Asian students: 90% Hispanic or Latino students: 70% Two or more races students: 80% White students: 80% English Learners: 70% Socioeconomically Disadvantaged students: 70% Students with disabilities: 68%

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	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, 38% Prepared With Extra Effort & Support • English Learners: 23% Fully Prepared, 61%	Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 52% Prepared With Extra Effort & Support • Two or more races students: 71% Fully Prepared, 23% Prepared With Extra Effort & Support • White students: 53% Fully Prepared, 44% Prepared With Extra Effort & Support • English Learners: 11% Fully Prepared, 71%	Effort & Support • Hispanic or Latino students: 42% Fully Prepared, 51% Prepared With Extra Effort & Support • Two or more races students: 66% Fully Prepared, 25% Prepared With Extra Effort & Support • White students: 62% Fully Prepared, 35% Prepared With Extra Effort & Support • English Learners: 16% Fully Prepared, 72%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 Data from: SY 2020-21 EOY	Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 33% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 23% Fully Prepared, 61% Prepared With Extra Effort & Support Data from: SY 2021-22 EOY	Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 45% Fully Prepared, 43% Prepared With Extra Effort & Support • Students with disabilities: 32% Fully Prepared, 57% Prepared With Extra Effort & Support Data from: SY 2023-24	
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	100% Data from: SY 2021-22 EOY	100% on track Data from: SY 2023-24	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% Data from: SY 2022-23	100% Data from: SY 2023-24	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: 70% Asian students: 69% Hispanic or Latino students: 62% Two or more races students: 100% White students: 82% English Learners: 14% Socioeconomically Disadvantaged students: 50% Students with disabilities: 33% Data from: SY 2021-22	All students: 65.34% Hispanic or Latino students: 51.51% Two or more races students: 90.91% White students: 73.68% English Learners: na Socioeconomically Disadvantaged students: 43.48% Students with disabilities: 37.5% Data from: SBAC SY 2022-23	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%
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	- All students: 52% Fully Prepared, 46% Prepared With Extra Effort & Support - Asian students:	- All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support - Asian students:	- All students: 45% Fully Prepared, 42% Prepared With Extra Effort & Support - Asian students:	- All students: 54% Fully Prepared, 41% Prepared With Extra Effort & Support - Asian students:	- All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support - Asian students:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 With Extra Effort & Support • White students: 72% Fully Prepared, 28% Prepared With Extra Effort & Support	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 With Extra Effort & Support • White students: 67% Fully Prepared, 33% Prepared With Extra Effort & Support	63% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 50% Prepared With Extra Effort & Support • Two or more races students: 66% Fully Prepared, 26% Prepared With Extra Effort & Support • White students: 51% Fully Prepared, 40% Prepared With Extra Effort & Support	69% Fully Prepared, 25% Prepared With Extra Effort & Support • Hispanic or Latino students: 41% Fully Prepared, 53% Prepared With Extra Effort & Support • Two or more races students: 66% Fully Prepared, 28% Prepared With Extra Effort & Support • White students: 61% Fully Prepared, 37% Prepared With Extra Effort & Support	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 With Extra Effort & Support • White students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	- 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 Prepared, 65% Prepared With Extra Effort & Support Baseline data from: SY 2019-20	- 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 Prepared, 65% Prepared With Extra Effort & Support Data from: SY 2020-21 EOY	- English Learners: 20% Fully Prepared, 57% Prepared With Extra Effort & Support - Socioeconomically Disadvantaged students: 34% Fully Prepared, 45% Prepared With Extra Effort & Support - Students with disabilities: 24% Fully Prepared, 50% Prepared With Extra Effort & Support Data from: SY 2021-22 EOY	- English Learners: 28% Fully Prepared, 60% Prepared With Extra Effort & Support - Socioeconomically Disadvantaged students: 42% Fully Prepared, 48% Prepared With Extra Effort & Support - Students with disabilities: 41% Fully Prepared, 50% Prepared With Extra Effort & Support Data from: SY 2023-24	- 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 Prepared, 60% Prepared With Extra Effort & Support
Priority 4 - Pupil Achievement: Students scoring	All students: 38% Asian students: n/a	Due to virtual school, we did not administer the Smarter Balanced	All students: 40% Asian students: 62%	All students: 45.95% Hispanic or Latino students: 21.21%	All students: 50% Asian students: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficient or higher on Smarter Balanced assessments in Math	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% Baseline data from: SY 2018-19	exam in 2020-21 and used a local assessment instead.	Hispanic or Latino students: 23% Two or more races students: 75% White students: 50% English Learners: 14% Socioeconomically Disadvantaged students: 29% Students with disabilities: 33% Data from: SY 2021-22	Two or more races students: NA White students: 63.16% English Learners: na Socioeconomically Disadvantaged students: 26.09% Students with disabilities: 25% Data from: SBAC SY 2022-23	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%
Priority 4 - Pupil Achievement: Students on-track for college and career readiness in math, as demonstrated by Common Core-aligned math concept performance evaluated using rubric-based assessments	• All students: 50% Fully Prepared, 47% Prepared With Extra Effort & Support • Asian students: 76% Fully Prepared, 24% Prepared With Extra Effort & Support • Hispanic or Latino	• All students: 52% Fully Prepared, 46% Prepared With Extra Effort & Support • Asian students: 82% Fully Prepared, 18% Prepared With Extra Effort & Support • Hispanic or Latino	• All students: 58% Fully Prepared, 43% Prepared With Extra Effort & Support • Asian students: 75% Fully Prepared, 25% Prepared With Extra Effort & Support • Hispanic or Latino	• All students: 60% Fully Prepared, 39% Prepared With Extra Effort & Support • Asian students: 82% Fully Prepared, 22% Prepared With Extra Effort & Support • Hispanic or Latino	• 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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, 28% Prepared With Extra Effort & Support • English Learners: 22% Fully Prepared, 66% Prepared With Extra Effort & Support	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, 33% Prepared With Extra Effort & Support • English Learners: 23% Fully Prepared, 73% Prepared With Extra Effort & Support	students: 47% Fully Prepared, 52% Prepared With Extra Effort & Support • Two or more races students: 73% Fully Prepared, 23% Prepared With Extra Effort & Support • White students: 65% Fully Prepared, 44% Prepared With Extra Effort & Support • English Learners: 33% Fully Prepared, 71% Prepared With Extra Effort & Support	students: 45% Fully Prepared, 51% Prepared With Extra Effort & Support • Two or more races students: 77% Fully Prepared, 25% Prepared With Extra Effort & Support • White students: 66% Fully Prepared, 35% Prepared With Extra Effort & Support • English Learners: 24% Fully Prepared, 72% Prepared With Extra Effort & Support	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, 35% Prepared With Extra Effort & Support • English Learners: 30% Fully Prepared, 70% Prepared With Extra Effort & Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Socioeconom ically Disadvantag ed students: 35% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 31% Fully Prepared, 64% Prepared With Extra Effort & Support Baseline data from: SY 2019-20	• Socioeconom ically Disadvantag ed students: 38% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 26% Fully Prepared, 67% Prepared With Extra Effort & Support Data from: SY 2020-21 EOY	• Socioeconom ically Disadvantag ed students: 349% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 33% Fully Prepared, 61% Prepared With Extra Effort & Support Data from: SY 2021-22 EOY	• Socioeconom ically Disadvantag ed students: 47% Fully Prepared, 43% Prepared With Extra Effort & Support • Students with disabilities: 41% Fully Prepared, 57% Prepared With Extra E Data from: SY 2023-24	• Socioeconom ically Disadvantag ed students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Students with disabilities: 40% Fully Prepared, 60% Prepared With Extra Effort & Support
Priority 1 - Basic: Teachers appropriately credentialed	83% Baseline data from: SY 2020-21	California has delayed the release of this data from the SARC	61.8% Data from: 21-22 SARC	88.9% Preliminary + Cleared Data from : 23-24	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%	All students: 44% Asian students: 58% Black or African American students: 25%	All students: 34% Asian students: 55% Black or African American students: 0%	All students: 37% Asian students: 38% Black or African American students: 0%	All students: 45% Asian students: 45% Hispanic or Latino students: 45% Two or more races students: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White students: 50% English Learners: n/a Socioeconomically Disadvantaged students: 44% Students with disabilities: 25% Baseline data from: Class of 2020	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	Hispanic or Latino students: 22% Two or more races students: 75% White students: 43% English Learners: 0% Socioeconomically Disadvantaged students: 24% Students with disabilities: 20% Data from: Class of 2022	Hispanic or Latino students: 28% Two or more races students: 78% White students: 52% English Learners: 9% Socioeconomically Disadvantaged students: 28% Students with disabilities: 20% Data from: SY 2023-24	White students: 45% English Learners: 45% Socioeconomically Disadvantaged students: 45% Students with disabilities: 35%
Priority 4 - Pupil Achievement: Graduates not requiring remediation based on Early Assessment Program	All students: 35% Asian students: 54% Hispanic or Latino students: 15% 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	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and used a local assessment instead.	Data not available for class of 2022	SBAC 22-23 ELA: 65.34% Met or Exceeded Math: 45.95% Met or Exceeded	All students: 40% Asian students: 50% Hispanic or Latino students: 25% Two or more races students: 60% White students: 60% English Learners: 20% Socioeconomically Disadvantaged students: 30% Students with disabilities: 25%

Goal Analysis

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.

The Actions created for Goal 1 throughout the 21-24 LCAP Cycle, have generally been implemented with success. The Actions include attracting and retaining highly qualified teachers, providing teacher support and professional development, implementing literacy and math intervention programs, offering Expeditions program to explore students' passions and enhance their learning, creating a cohesive Habits of Success program to develop self-directed learners, and providing college process support to students. The school invested significant employee time into a robust hiring process and performs a credential audit to ensure all new and returning teachers are appropriately credentialed. This is one action that we continue to have challenges with as we are seeing teacher hiring challenges across the state. Specifically, we continue to struggle hiring credentialed teachers in the hard to fill roles such as SPED, Math, and Science.

In the implementation of the Teacher Support and Professional Development action, all site leaders actively participated in regular and ongoing professional development sessions that were meticulously aligned with the curriculum, assessment, and instruction, ensuring a unified approach to educational excellence. Throughout the year, teachers benefited from comprehensive onboarding and continued professional development opportunities, enhancing their instructional skills and understanding. Bi-weekly teacher coaching meetings served as a platform for teachers to set personal and instructional goals, deeply internalize the curriculum, and strategically plan for upcoming lessons. These sessions were complemented by regular grade-level meetings where teachers collaboratively used data analysis to make informed decisions on supporting student growth, armed with the necessary tools and professional development resources tailored for this purpose. However, the initiative faced challenges, particularly due to hiring issues that resulted in some teacher coaches being unable to maintain all scheduled coaching meetings. Additionally, staff members who were hired later in the school year underwent abbreviated onboarding and training cycles, which posed challenges to seamlessly integrating them into the established support and development framework.

We continue to leverage a Support Block Planning Tool that is utilized to analyze each student's formative and current academic performance data, facilitating an in-depth understanding of student progress towards achieving grade-level mastery. This is complemented by weekly meetings of Grade Level Teams, where data is scrutinized to effectively group or regroup students into tiered interventions, adopting a flexible approach with 2-week cycles at high schools and 8-week cycles at middle schools.

Despite these measures, challenges persist in maintaining student engagement and ensuring the relevance of interventions. There's also a continuous effort to build consistent and efficient practices for monitoring progress, analyzing student growth, and deploying targeted intervention plans, aiming to address these critical areas of improvement.

Reflecting on actions 1.5, 1.6, and 1.7, the Expeditions program, mentorship initiatives, and college readiness support collectively mark significant strides toward enhancing students' post-high school preparedness. The Expeditions program, robust in its design, facilitates student exploration of life after high school, greatly benefiting from an increased number of internships and independent study opportunities. Despite its expansiveness, the program faces challenges related to funding variability, budget constraints outside of school, and the pursuit of diverse partnerships beyond national collaborators. Moreover, the mentorship aspect is pivotal in fostering self-directed learning among students, although its efficacy is occasionally hindered by mentor turnover, which is being addressed through enhanced professional development efforts.

The comprehensive execution of these actions from the onset of the LCAP cycle underscores a commitment to offering students a broad spectrum of post-secondary options. Notably, the integration of codified resources for both students and mentors bolsters the college application and enrollment process. The Director of Expeditions plays a crucial role in navigating federal changes affecting student access to higher education, such as FAFSA modifications. Additionally, the introduction of an oral defense program provides a reflective platform for seniors to contemplate their future decisions critically.

However, adjustments to the support model due to challenges like COVID-19, reduced enrollment, and a shift towards more school-focused resources have necessitated re-hiring efforts at the central office level to ensure adequate capacity for site teams. The absence of a College Readiness Manager and the upcoming appointment of a central director to oversee college and expeditionary learning underscore ongoing organizational adjustments aimed at sustaining these vital programs.

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. We did not experience any material differences between budgeted and estimated actual expenditures for Goal 1.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of our actions varied, reflecting a mix of successful outcomes and areas for improvement. Specifically, Actions 1.5 (Expeditions), 1.6 (Habits of Success Program), and 1.7 (College Process Support) demonstrated significant effectiveness. These actions contributed to a notable achievement of a 94% Graduation Rate, which is highlighted by a Green rating on the California School Dashboard. We also continue to see high levels of students accepted into 4 year universities with 82%.

Furthermore, these initiatives ensured that 100% of students completed two semesters' worth of Expeditions or electives per year and maintained on-track status in core courses within their Power Focus Area.

Conversely, Actions 1.2 (Teacher Support and Professional Development), 1.3 (Literacy Intervention), and 1.4 (Math Intervention) were less effective in meeting our academic performance targets as we came up just shy in both Math and ELA for our SBAC 3-year targets. Despite efforts in these areas, the outcomes did not align with our established goals, indicating a need for reassessment and adjustment.
In response to these mixed results, we are implementing targeted and strategic adjustments in our new LCAP. These adjustments are designed to enhance the support and development provided to teachers and to refine our intervention strategies in literacy and math. This strategic pivot is part of our ongoing commitment to align our educational strategies more closely with our mission and vision, ensuring that

all students are equipped for success in their future educational and career endeavors. This analysis and subsequent adjustments underscore our dedication to continuous improvement based on actionable feedback and measured outcomes.

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.

In response to reflections on prior practices, we have made several strategic changes to our Local Control and Accountability Plan (LCAP) for the upcoming year. These adjustments stem from educational partner feedback, performance analytics on the CA School Dashboard, local data analysis, and comprehensive needs assessments. As such, we've restructured Goal 1 to better align with our mission, vision, and organizational priorities, ensuring that our resourcing and support mechanisms are more effectively distributed across our network.

The new Goal 1—All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment. —integrates the objectives of the previous goals 1, 2, and 4. This consolidation reflects our intention to streamline our focus areas to enhance clarity and impact.
To address specific areas needing improvement and identified as ineffective for the 21-24 LCAP cycle, we introduced new actions:

- Action 1.2: Support Block replaces our previous intervention actions and focuses on a framework designed to provide targeted interventions and accelerated services based on data-driven decisions from core classes.
- Action 1.3: College and Career Preparedness merges previous actions to build upon our success in college and career readiness, ensuring a cohesive approach to preparing all students for post-secondary success.
- Action 1.4: Tier 1 Investment is designed to address our previously ineffective academic actions by improving outcomes, particularly for significant student groups that are not meeting standards.

Furthermore, we have integrated our English Learner (EL) goal into the newly restructured Goal 1, providing a holistic approach that captures the entirety of our academic program. This integration includes a new specific action (1.11) aimed at improving outcomes for our long-term English learners.

The following metrics, associated with Goal 1, will guide our efforts and help monitor our progress:
Priority 4 - Pupil Achievement: Metrics related to college admissions, proficiency in Smarter Balanced Assessments in both ELA and Math, and graduates passing AP exams, and college and career readiness
- Priority 5 - Pupil Engagement: High school graduation rates.
- Priority 1 - Basic: Access to standards-aligned instructional materials and teacher credentialing.
- Priority 8 - Other Pupil Outcomes: Completion of two semesters' worth of Expeditions or electives per year, and internal assessment
- Priority 7 - Course Access: Enrollment in courses enabling UC A-G completion.
- Priority 4 - Pupil Achievement for English Learners: Progress in English proficiency and reclassification rates.

These metrics and the newly formulated actions are designed to ensure that our educational strategies are both reflective of our community's needs and aligned with our long-term objectives of fostering academic and economic empowerment for all 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.

Goals and Actions

Goal

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

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	The California Department of Education did not calculate this indicator for the 2021-22 school year.	60.5% Prepared: High Status Data from: 2023 CA School Dashboard	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%
Priority 7 - Course Access: Students enrolled in course schedule that enables UC A-G completion (excluding students with modified graduation	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100%	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100%	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100%	100% for all students and all student groups Data from: SY 2023-24	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements in an IEP)	English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2021-22	English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2022-23		English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%
Priority 1 - Basic: Pupils with access to standards-aligned instructional materials	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 2021-22	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 2022-23	100% for all students and all student groups Data from: SY 2023-24	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%

Goal Analysis

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.

The actions set out for Goal 2: All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum, have seen notable success throughout the 21-24 LCAP Cycle. A key achievement was the implementation of a Common Core Common Assessment Plan, which not only aligns projects and content assessments with the Common Core standards but also fosters collaborative planning, execution, and feedback among teachers. This concerted effort has significantly contributed to students meeting proficiency standards, with their work reflecting a closer alignment to real-world skills. Moreover, the provision of a base curriculum aligned to standards across all teachers, coupled with the necessary tools for internalizing the curriculum and crafting aligned lesson plans, has underscored the high-quality implementation of the curriculum. Regular coaching and feedback sessions further reinforced these pedagogical strategies.

Addressing the digital divide, Summit has enhanced access to curriculum, technology, and internet for students, particularly those from low-income backgrounds, by providing hotspots for students lacking internet access at home and offering office hours for additional support on projects and content assessments. The Data Team played a pivotal role in supporting school leaders with scheduling and roster management through the Summit Learning Platform, which has been instrumental in assigning and grading projects, tracking student progress, and administering content assessments.

However, the journey was not without its challenges. Everest experienced staff turnover, resulting in increased coaching loads for site leadership, prompting the central office to offer additional support in coaching and instructional leadership. Furthermore, accommodating parent schedules presented another layer of complexity to the successful implementation of these actions. Despite these obstacles, the collective efforts and strategic interventions have laid a solid foundation for achieving Goal 2, demonstrating Summit's commitment to ensuring all students are on track to graduate with a robust, Common Core-aligned education.

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The implementation of our Actions saw mixed degree 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:

- 87.4% of students meeting A-G completion
- 100% of scholars enrolled in a broad course of study and with access to standards-aligned materials.
- 60.5% of Graduates who are college or career ready compared to 43.9% statewide as reported on the CA School Dashboard

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 previously mentioned in the Goal 1 analysis, In response to reflections on prior practices, we have made several strategic changes to our Local Control and Accountability Plan (LCAP) for the upcoming year. These adjustments stem from educational partner feedback, performance analytics on the CA School Dashboard, local data analysis, and comprehensive needs assessments. As such, we've restructured Goal 1 to better align with our mission, vision, and organizational priorities, ensuring that our resourcing and support mechanisms are more effectively distributed across our network.
The new Goal 1—All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment.—integrates the objectives of the previous goals 1, 2, and 4. This consolidation reflects our intention to streamline our focus areas to enhance clarity and impact. The actions and metrics outlined in this goal have moved to our new Goal 1 for the new 24-27 LCAP cycle.

To address our lower-than-desired college and career preparedness as reported by the California School Dashboard, we have made strategic resource allocation additions in our new LCAP, specifically within Goal 1 Action 1.3. One of the key steps includes the introduction of a new role, the Sr. Director of Concrete Next Steps. This role, along with strategic partners, will serve as the expert on the college application and transition process.
The Sr. Director of Concrete Next Steps will:
Monitor College Admissions Trends: The Sr. Director will keep abreast of overall trends in college admissions and financial aid, ensuring that our students and staff are up-to-date with the latest information and strategies.
Train Mentors: They will train mentors on the college application process, enhancing the support system available to students as they navigate their post-secondary options.
Support Deans of Expeditions: The Sr. Director will collaborate with the Deans of Expeditions at each site to support students directly in their concrete next steps, ensuring they have the necessary resources and guidance to pursue their college and career goals.
These targeted actions are expected to directly improve our outcomes on the California School Dashboard by significantly enhancing our students' preparedness for college and careers. Through these strategic efforts, we aim to provide comprehensive support that empowers our students to successfully transition to post-secondary education and career opportunities.

Our new Goal 2 will now be Summit maintains a joyful school environment that enables students' physical and emotional wellbeing and will contain the following Actions:
Tiered Behavior Support

Comprehensive Attendance Improvement Strategy
Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming
Site Safety and Security
The new Goal 2 will include the following metrics to monitor the effectiveness of our Actions:
Priority 5 - Pupil Engagement: Average Daily Attendance (ADA)
Priority 5 - Pupil Engagement: Chronic Absenteeism Rate
Priority 6 - School Climate: Suspension Rate
Priority 6 - School Climate: Expulsion Rate
Priority 5 - Pupil Engagement: High school dropout rate
Priority 6 - School Climate: Students responding positively to "There is at least one adult at my school that I trust"
Priority 6 - School Climate: Students responding positively to "I feel Physical safe at school" on student survey
Priority 6 - School Climate: Students responding positively to "I feel emotionally safe at school" on student survey

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.

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% Baseline data from: SY 2020-21 as of April 1st, 2021	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% Data from: SY 2021-22 through 4/1/2022	All students: 91% Asian students: 94% Hispanic or Latino students: 88% Two or more races students: 90% White students: 94% English Learners: 90% Socioeconomically Disadvantaged students: 87% Students with disabilities: 92% Data from: SY 2022-23 through 5/19/23	As of May 1, 2024 All: 92% Asian: 95% Hispanic: 91% White: 91% Is ELL: 92% Is SED: 91% Has IEP: 91%	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%
Priority 5 - Pupil Engagement: Chronic absenteeism rate	All students: 12% Asian students: 5% Hispanic or Latino students: 16%	All students: 15% Asian students: 3% Hispanic or Latino students: 20%	All students: 32% Asian students: 19% Hispanic or Latino students: 44%	As of May 1, 2024 All: 19% Asian: 12% Hispanic: 26% White: 15%	All students: 8% Asian students: 8% Hispanic or Latino students: 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	Two or more races students: 26% White students: 23% English Learners: 31% Socioeconomically Disadvantaged students: 43% Students with disabilities: 34% Data from: SY 2022-23 through 5/19/23	Is ELL: 13% Is SED: 29% Has IEP: 19%	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	na	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 Socioeconomically Disadvantaged students: 3% Students with disabilities: 7% Baseline data from: SY 2019-20	All students: 2% Asian students: 0% Hispanic or Latino students: 2% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 3% Students with disabilities: 4% Data from: SY 2020-21	All students: 0% Asian students: 0% Hispanic or Latino students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Data from: SY 2022-23	All students: 0% Hispanic or Latino students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Data from: SY 2023-24	All students: 3% Asian students: 3% Hispanic or Latino students: 3% Two or more races students: 3% White students: 3% English Learners: 3% Socioeconomically Disadvantaged students: 3% Students with disabilities: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 1.7% Asian students: 2% Hispanic or Latino students: 2% Two or more races students: 0% White students: 2.2% English Learners: 2.3% Socioeconomically Disadvantaged students: 2.4% Students with disabilities: 2.8% Data from: SY 2022-23 EOY	All: 2.1% (Orange) EL: 3.2% (Orange) Hispanic: 3.5% (Orange) Two or More Races: 2.3% (Orange) SWD: 4.8% Orange SED: 2.1% (Green) White: 1.1% (Green) Asian: 0% (Blue) Data from: 2023 CA School Dashboard	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% Data from: SY 2022-23	0% Data from: SY 2023-24	0%
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%	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100%	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100%	All students: 100% Hispanic or Latino students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2020-21	Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2022-23	Data from: SY 2023-24	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: 87% Families of unduplicated students: 100% Data from: SY 2022-23	93% Data from: SY 2023-24	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: 100% Data from: SY 2022-23	86% Data from: SY 2023-24	All families: 87% Families of unduplicated students: 87%
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: 73% Families of unduplicated students: 100% Data from: SY 2022-23	74% Data from: SY 2023-24	All families: 80% Families of unduplicated students: 90%
Priority 3 - Parental Involvement: Families	All families: 93%	All families: 94%	All families: 92%	90%	All families: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
responding positively to "I understand my student's academic performance and progress in school" on family survey	Families of unduplicated students: 100% Baseline data from: SY 2020-21	Families of unduplicated students: 92% Data from: SY 2021-22	Families of unduplicated students: 100% Data from: SY 2022-23	Data from: SY 2023-24	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: 89% Families of unduplicated students: 100% Data from: SY 2022-23	89% Data from: SY 2023-24	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: 58% Families of unduplicated students: 100% Data from: SY 2022-23	64% Data from: SY 2023-24	All families: 70% Families of unduplicated students: 75%
Priority 6 - School Climate: Students responding positively to "There is at least one adult at my school that I trust" on student survey	All students: 89% Asian students: 94% Hispanic or Latino students: 84% Two or more races students: 83% White students: 94% English Learners: 79% Socioeconomically Disadvantaged students: 84%	All students: 93% Asian students: 90% Hispanic or Latino students: 92% Two or more races students: 90% White students: 99% English Learners: 93% Socioeconomically Disadvantaged students: 93%	All students: 94% Asian students: 94% Hispanic or Latino students: 92% Two or more races students: 91% White students: 98% English Learners: 92% Socioeconomically Disadvantaged students: 94%	All students: 89% Hispanic or Latino students: 89% Asian students: 96% White students: 87% 2 or More Races: 87% English Learners: 92% Socioeconomically Disadvantaged students: 86%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disabilities: 89% Baseline data from: SY 2020-21	Students with disabilities: 92% Data from: SY 2021-22	Students with disabilities: 93% Data from: SY 2022-23	Students with disabilities: 90% Data from: SY 2023-24	Students with disabilities: 92%
Priority 6 - School Climate: Students responding positively to "I feel physically safe at school" on student survey	All students: 93% Asian students: 93% Hispanic or Latino students: 93% Two or more races students: 92% White students: 92% English Learners: 97% Socioeconomically Disadvantaged students: 90% Students with disabilities: 97% Baseline data from: SY 2020-21	All students: 92% Asian students: 94% Hispanic or Latino students: 94% Two or more races students: 94% White students: 87% English Learners: 93% Socioeconomically Disadvantaged students: 92% Students with disabilities: 83% Data from: SY 2021-22	All students: 91% Asian students: 93% Hispanic or Latino students: 94% Two or more races students: 93% White students: 83% English Learners: 97% Socioeconomically Disadvantaged students: 93% Students with disabilities: 82% Data from: SY 2022-23	All: 91% Hispanic: 90% Asian: 93% White: 90% 2 or More Races: 92% SED: 90% SWD: 86% EL: 92% Data from: SY 2023-24	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%
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%	All students: 86% Asian students: 88% Hispanic or Latino students: 89% Two or more races students: 77% White students: 84% English Learners: 90%	All students: 85% Asian students: 88% Hispanic or Latino students: 89% Two or more races students: 78% White students: 81% English Learners: 89%	All: 86% Hispanic: 88% Asian: 87% White: 79% 2 or More Races: 86% SED: 90% SWD: 81% EL: 96% Data from: SY 2023-24	All students: 92% Asian students: 92% Hispanic or Latino students: 92% Two or more races students: 92% White students: 92% English Learners: 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged students: 88% Students with disabilities: 92% Baseline data from: SY 2020-21	Socioeconomically Disadvantaged students: 85% Students with disabilities: 81% Data from: SY 2021-22	Socioeconomically Disadvantaged students: 85% Students with disabilities: 79% Data from: SY 2022-23		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	Due to the timing of the teacher survey, data will not be available before the June board approval	91% Data from: SY 2023-24	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	Due to the timing of the teacher survey, data will not be available before the June board approval	87% Data from: SY 2023-24	90%
Priority 1 - Basic: Facilities in good repair	Yes Baseline data from: SY 2020-21	Yes Data from: SY 2021-22	Yes Data from: SY 2022-23	Good as reported on the 22-23 SARC	Yes

Goal Analysis

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.

The actions delineated in Goal 3, aimed at maintaining a safe, welcoming school environment conducive to developing community, engaging students, and fostering partnerships with families, have been successfully executed with notable achievements. The Community Engagement Team has been pivotal in promoting culturally responsive communication with families, while the Dean of Culture and Instruction has been instrumental in upholding a positive school-wide culture and addressing unproductive behaviors. Efforts to bolster the Multi-tiered System of Supports (MTSS), particularly focusing on enhancing tier 2 and 3 supports and attendance strategies, have been central to our objectives for reducing chronic absenteeism rates for the school year 24-25. Moreover, our MTSS framework for Mental and Behavioral Health has effectively provided counseling services, and through Parent Organization and Community Events, we've heightened parental involvement and support for student attendance.

Professional development tailored for our school's mission and vision significantly improved, with the Home Office playing a critical role in providing weekly training on tier 1 instructional support and general restorative practices. Additionally, robust dashboards enabled school leaders to monitor and address disparities in attendance and behavior systems efficiently. Despite facing challenges like adapting post-COVID and needing more intensive supports and training for the Dean of Culture and Instruction, our strategies, including working with external organizations for a tobacco-free environment and focusing on alternatives to suspension, have shown promising results across various sites like K2, Everest, and Tam, with each focusing on proactive measures to combat absenteeism and suspension.

To further engage students and families, personalized learning plan (PLP) meetings were optimized, ensuring most students received a meeting by October 1, and families were equipped with the necessary training to utilize the Summit Learning Platform effectively. Nonetheless, scheduling conflicts and commitments posed challenges for some students and families, indicating a need for continued focus on engagement and accessibility.

Across all sites, the use of a Support Block Planning Tool for data-driven student progress analysis and the implementation of foundational skills development with iXL adaptive software have underscored our commitment to academic excellence and personalized support. Additionally, our continued emphasis on Tier 1 mentoring and a comprehensive SEL intervention tracking system has fortified our mental and behavioral health supports, despite the challenges of rising service costs and the increased need for mental health support post-COVID. Our initiatives, including professional development in anti-bias anti-racist practices and ensuring physical and data security, have collectively contributed to a more inclusive, equitable, and safe learning environment for our students, highlighting our progress while acknowledging the areas that necessitate further attention and resources.

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In evaluating the effectiveness of our actions towards meeting Goal 3 of our LCAP—Summit maintains a safe, welcoming school environment for developing community, engaging students, and
making families partners in their students' learning—we observe a mixture of results in our three-year targets, reflecting substantial achievements and areas needing further attention.
For our family and student survey targets, we are seeing fluctuations in favorability ratings, affecting whether or not we hit our 3 year targets. This is based on overall low response rates, significantly changing our positive results from year to year. In our new LCAP cycle, our focus will be on ensuring we are raising our response rates to obtain valid data to effectively plan strategically. Qualitative data suggests that our family focused actions continue to meet the needs of our families, through our Action 3.1: Community Engagement Team, 3.3: Mentor Meetings and Family Access to Summit Learning Platform, Action 3.7: Parent Organization and Community Events. Our family and student survey is highlighted below

- 93% families responded positively to "I feel my child is physically safe at school" on family survey"
- 86% Families responding positively to "I feel my child emotionally safe at school" on family survey
- 91% 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

In terms of our suspension and attendance management, we have experienced mixed effectiveness. Our Action 3.2: Dean of Culture and Instruction, Action 3.5: Multi-Tiered System of Supports, Action 3.6: Mental and Behavioral Health Supports, Action 3.8: Anti-Bias, Anti-Racist (ABAR) Practices and Programming, and Action 3.9 Site Safety saw the following effectiveness results.
- We were able to successfully meet are high school dropout rate of less than 3% target, maintained a 0% expulsion rate, and continued to maintain a Good facility ranking on our School Accountability Report Card (SARC)
- As reported on the CA School Dashboard, our suspension data is not where we want it to be and we continue to see the effects of the pandemic on our student mental health and behavior as outlined with a 2.1% suspension rate.

To decrease our suspension rates, we are implementing two key Actions under our new Goal 2: Summit maintains a joyful school environment that enables students' physical and emotional wellbeing.
- Action 2.1 will focus on Tiered Behavior Support and will include our Dean of Culture & Instruction to lead and support a positive school-wide culture and climate, coaching teachers on creating positive classroom environments and working with students and families to address unproductive behaviors. Additionally, the school is expanding its Multi-tiered System of Supports (MTSS), with a focus on Tier 2 and 3 supports for students struggling academically and emotionally, in a school-wide effort led by the Dean and

Executive Director. To further support student well-being, the school has partnered with a mental health services provider to bring site-based counselors for individual and group sessions, who collaborate with faculty and staff to refer and monitor students in need.

- Action 2.4 will focus on Summit's Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming. Our focus is on the commitment to developing our staff as equity practitioners, embedding DEIB principles across all educational practices and community interactions. We plan to provide our teachers with ongoing professional development sessions focused on incorporating DEIB practices within their classrooms. This includes strategies to celebrate diversity, ensure equitable opportunities for learning, create inclusive environments, and foster a strong sense of belonging among students. As part of our emphasis on belonging, Deans of Culture and Instruction will spearhead the integration of Multi-Tiered System of Supports (MTSS) around restorative practices. This proactive approach aims to diminish the progression towards suspensions by implementing preventative practices. Through restorative practices, we strive to resolve conflicts, repair relationships, and rebuild community, ensuring that students remain engaged in their educational journey in a supportive and understanding environment.

While we have seen significant improvements in our attendance rates and a reduction in chronic absenteeism as a result of our Action 3.4, we have not met our targets in this area with 19% of our students chronically absent. The lingering effects of the pandemic continue to impact our community and families, with absenteeism remaining a significant challenge, similar to trends observed across the country.

To address the continued need for attendance support, we have revamped our attendance systems as outlined in our new LCAP Goal 2. Our Comprehensive Attendance and Engagement Strategy aims to improve student attendance rates and decrease chronic absenteeism, recognizing the critical link between consistent attendance and academic success. This multi-faceted approach enhances direct communication with families, employs advanced tracking tools for early intervention, and creates multiple engagement points throughout the year to emphasize the importance of regular school attendance.

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.

Reflecting on our prior practices and based on feedback from our educational partners, we have redefined our Goal 3 to better align with our mission and vision, and our network-wide strategic plan. The new language for Goal 3 is: "Our systems for people, teams, and community are thriving." This change was prompted by the realization that our previous Goal 3 was overly broad and encompassed too many metrics, which diluted our ability to focus resources and strategies effectively.

This streamlined focus under the new Goal 3 allows us to concentrate on the development and well-being of our caregivers and staff, ensuring we have robust systems in place for our adults to thrive. This realignment is crucial as it supports our overarching aim to enhance organizational health and effectiveness, which directly impacts student success.

Our new Goal 3 will include the following Actions:
- 3.1: Attracting and Retaining Highly Qualified Teachers:
- 3.2: Parent Organization and Community Events

- 3.3: Mentor Meetings and Family Access to Summit Learning Platform
- 3.4: Community Engagement Team

Our new Goal 3 will include the following metrics to monitor the effectiveness of our Actions:
- Priority 6 - School Climate: Families responding positively to "I feel my child is physically and emotionally safe at school" on family survey
- Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to "I feel connected to my student's school" on family survey
- Priority 3 - Parental Involvement: Families responding positively to "My student's school uses my feedback when making decisions" on family survey
- Priority 6 - School Climate: Faculty responding positively to "I feel Physical safe at school" on faculty survey
- Priority 6 - School Climate: Faculty responding positively to "I feel emotionally safe at school" on faculty survey
- Priority 1 - Basic: Facilities in good repair as measured by the SARC

Actions previously under Goal 3 related to improving attendance, addressing suspensions, and gathering student survey feedback have been moved to Goal 2. This strategic shift ensures that each goal is more focused and manageable, allowing for targeted strategies and clearer metrics for success.

We have also refined our Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming, which has moved to goal 2 for the new LCAP. This action is now specifically designed to ensure that every member of our community—students, teachers, staff, and caregivers—feels valued, understood, and included, reinforcing our commitment to an inclusive educational environment. We've also added specific work for the next cycle to increase our Restorative Practices Integration.

Additionally, our new goal 2 will feature a more robust Tiered Behavior Support and Comprehensive Attendance Strategy in order to continue our focus on critical areas such as improving attendance and reducing suspension rates across all student demographics.

These changes are part of our continuous commitment to adapt and improve our strategic approach, ensuring that our actions and goals are not only reflective of our community's needs but also effectively structured to achieve desired outcomes

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.

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.	57.7% Data from: SY 2021-22	29.60% 2023 CA School Dashboard	70%
Priority 4 - Pupil Achievement: English Learner reclassification rate	6% Baseline data from: SY 2019-20	0% Data from: SY 2020-21	11% Data from: SY 2021-22	19% Data From: SY 2023-24	10%
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	Not enough data for class of 2022	Not enough data for class of 2023	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	Not enough data for class of 2022	Not enough data for class of 2023	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	87% Data from: SY 2021-22	90% Data From: SY 2022-23	100%

Goal Analysis

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.

Over the course of the LCAP cycle, Summit Public Schools achieved significant strides in enhancing educational outcomes for English Learners (ELs) through a comprehensive implementation of various strategies. These included the reinvestment in the English Language Development (ELD) Designated Instruction block, where students received differentiated instruction and support by ELPAC proficiency levels, and integrated support in the core curriculum. Teachers and leaders received robust training on ELPAC, alongside instructions for designated and integrated support, ensuring a nuanced approach to EL instruction. This was further enriched by the use of data from CALPADS for early identification and provision of services to EL students, demonstrating a proactive stance towards their educational needs.

However, the program faced challenges in recruiting certified ELD designated teachers, especially as the diversity of languages spoken by students at certain schools (such as Tam and Everest) expanded. Despite these hurdles, teacher PD sessions during expeditions leveraged English 3D curriculum resources to integrate language development strategies into core classes, with regular grade-level meetings fostering a collaborative environment for strategizing instructional support.

Nevertheless, an increasing number of ELs and a broad spectrum of proficiency levels, coupled with teacher turnover, posed significant challenges. To mitigate these, the emergence of a group of teacher leaders proficient in integrated and designated instruction provided a foundational support system. Moreover, internal tracking systems were fortified, syncing with state data reporting and testing systems to streamline the screening, notification, reporting, and reclassification processes for ELs. This robust testing framework, alongside the provision of tools to help ELs understand their goals and proficiency levels, underscored the success of the notification procedures, ensuring timely and appropriate accommodations for students.

In summary, while Summit Public Schools successfully implemented key strategies to support English Learners, ongoing challenges such as the scarcity of certified ELD teachers and the need for continuous training due to staff turnover remain. These areas present opportunities for further development and emphasis as the school continues to refine and enhance its support for EL students.

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our implemented actions have been mostly effective in making progress toward our goal of "providing support that enables 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, we met or made significant growth toward meeting our 3-year LCAP targets in the following areas:

- 19% Reclassification rate, exceeding our target of 10%
- 29.6% of ELs making progress as measured by the CA School Dashboard, falling short of meeting our target of 70%

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 we 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 previously mentioned in the Goal 1 analysis, In response to reflections on prior practices, we have made several strategic changes to our Local Control and Accountability Plan (LCAP) for the upcoming year. These adjustments stem from educational partner feedback, performance analytics on the CA School Dashboard, local data analysis, and comprehensive needs assessments. As such, we've restructured Goal 1 to better align with our mission, vision, and organizational priorities, ensuring that our resourcing and support mechanisms are more effectively distributed across our network.

The new Goal 1—All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment.—integrates the objectives of the previous goals 1, 2, and 4. With this integration of goals, we no longer will have this Goal 4 in the new LCAP cycle. This consolidation reflects our intention to streamline our focus areas to enhance clarity and impact.
In addition to consolidating our academically focused goals into our goal 1, we've added a new action, Action 1.11, focused on supporting our Long-Term English Learners. We will implement data analysis tools that assist teachers in grade-level meetings to identify the specific interventions needed for each Long-Term English learner. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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 [2024-25]

General Information

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

Summit Tahoma is a member of the Summit Public Schools network: a thriving community of nine schools and one Home Office. The Summit network provides a collaborative environment for each school to innovate and share resources collectively, while benefiting from the agility of a connected organization.

Summit Tahoma serves as a leader in its local community and is committed to maintaining a highly personalized and responsive school environment. To truly deliver on the promise of our mission - to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life - Summit must simultaneously address immediate needs of students, academic outcomes, and long term trends in education. To do this, the Home Office provides robust support systems for projects such as charter renewals, facilities planning, data-responsive teaching practices, legal strategy, and financial organizing. The Home Office is also always available to respond rapidly to school site occurrences that may become deeply time consuming for folks on site. The structure of the Home Office ensures that our school site leadership can focus on what they do best: educating and inspiring young minds.

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 411 students in grades 9-12.

In the 2023-24 school year, 25.2% of our students qualify for free or reduced lunch, 9.9% are English learners, and 18.5% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (41.4%), White (26.4%), and Asian (13.7%), with smaller subgroups for two or more races and Black or African American.

The mission of Summit Tahoma is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

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 to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life.

SBAC ELA Distance from Standard
- All Students: 51.2 pts above standard (Green) compared to the state average of 13.6 pts below standard (Orange)
- Hispanic Students: 8.2 pts above (Yellow)

SBAC Math Distance from Standard
- All Students: 21.9 pts below standard (Green) compared to the state average of 49.1 pts below standard (Orange)
- Hispanic Students: 95.5 pts below standard (Orange)

Graduation Rate
- All Students: 94.3% (Green) compared to the state average of 86.4% (Orange)
- Hispanic Students: 94.4% (Yellow)
- SED Students: 94.3% (Green)

College and Career Indicator
- All Students: 60.5% of students prepared (High) compared to the state average of 43.9% (Medium)
- Hispanic Students: 51.4% (Medium)
- SED Students: 48.6% (Medium)

These strong outcomes for the overall student population, and unduplicated students in particular, are a powerful validation of the 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. Based on educational partner feedback, data analysis, and Action effectiveness, 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.

While we were encouraged by our above state average outcomes for ELA, Math, Graduation Rates, and College and Career Indicator as outlined above, we have one student group that is performing two levels below All Students in Math with an Orange performance level. Based on the 2023 CA School Dashboard, the indicator that have a Orange performance level include the following:

SBAC Math Distance from Standard
- All Students: 21.9 pts below standard (Green) compared to the state average of 49.1 pts below standard (Orange)
- Hispanic Students: 95.5 pts below standard (Orange)

To improve our performance on metrics for Math for our Hispanic students, our new Goal 1 All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment has multiple key Actions focused on improving outcomes for all students, with strategies principally directed toward our students who are performing lower than our All Student category on the CA School Dashboard.
- Action 1.2: Student Support Block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. Specialized Learning Centers cater to the unique educational needs of students with disabilities, providing focused support. For English Learners, designated English Language Development (ELD) programs are in place to enhance language proficiency. Middle school students, along with a select group of high school students, benefit from adaptive interventions in math and literacy through the IXL platform, with plans to expand this initiative across all high schools, particularly focusing on math. Additionally, data analysis tools that allow teachers to disaggregate data by student group with a focus on Hispanic and low-income students, are utilized during grade-level meetings to facilitate targeted interventions based on students' mastery of standards. These tools enable teachers to identify specific needs and schedule interventions efficiently, ensuring that interventions are well-coordinated and prioritized for the most vulnerable student groups.
- Action 1.4 Tier 1 Investment. Tahoma is intensifying its focus on Tier 1 instruction to better meet the needs highlighted by red indicators on the CA School Dashboard. This comprehensive strategy involves systemic enhancements in instructional support and curriculum alignment to provide all students, especially vulnerable groups, with equitable access to high-quality, rigorous, and Common Core-aligned materials and teaching methods. Key components of this strategy include integrating IXL Math as a supplemental tool to offer personalized learning experiences that enhance math instruction. Additionally, there is an ongoing effort to evaluate and adjust the curriculum to ensure it meets the Common Core standards and addresses the diverse learning needs and cultural backgrounds of students. This involves a continuous improvement process with input from educational partners such as teachers, administrators, and parents. Furthermore, the school is engaging external partners to provide expert instructional support and coaching, aiming to build sustainable teaching capacity and improve long-term educational outcomes.

Through the lens of our LCAP goals, we diligently pursued strategies aimed at addressing the unique needs of our diverse student body, including foster youth, English learners, and low-income students. This reflection provides us with a valuable opportunity to pause and assess our progress, celebrate our successes, and thoughtfully consider areas where we faced challenges. By analyzing data from the California School Dashboard, local assessments, and stakeholder feedback, we gain insights into the efficacy of our actions and the impact of our initiatives. This process not only reinforces our accountability but also strengthens our resolve to continue refining our approaches to meet the evolving needs of our students and community. Some of the highlights as reported by the 2023 CA School Dashboard and local data include:

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA: Not on Technical Assistance

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.

NA: Not on CSI

Support for Identified Schools

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

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
All Educational Partners	In the development of our Local Control and Accountability Plan (LCAP), we engaged extensively with key educational partners including teachers, principals, administrators, school personnel, parents, and students. This engagement aimed to harness their valuable insights to evaluate and enhance the effectiveness of our LCAP goals and actions, focusing on improving academic and social outcomes for our students.

For this year, we revamped our LCAP input surveys to gather a wide range of perspectives from our entire educational community. The surveys were specifically designed to draw out detailed feedback from different stakeholder groups, reflecting their unique experiences and insights into our LCAP initiatives. These surveys were administered in the spring, providing all stakeholders ample time to offer thoughtful and reflective feedback.

Additionally, we held direct engagement activities with our School Site Council (SSC) and other Caregiver teams. These sessions facilitated direct, face-to-face interactions, allowing stakeholders to share their views and concerns more personally and interactively.

Following this feedback, our principals and network leadership drafted a new set of LCAP goals and actions. This draft was then reviewed in dedicated feedback sessions, where stakeholders could suggest refinements based on their experiences and insights. The revised |

Educational Partner(s)	Process for Engagement
	draft of the LCAP was presented at a public hearing, offering a formal platform for further community feedback and ensuring transparency and inclusivity in the finalization of the LCAP. This structured engagement process reflects our commitment to a collaborative approach, ensuring our LCAP not only complies with regulations but truly reflects the aspirations and needs of our educational community, leading to meaningful improvements across our network.
Families (Caregivers)	Family input was collected through the annual family survey which the school distributed in March via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement. SSC/ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions outlined in the LCAP and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. We met with our SSC and ELAC in the Fall and Spring.
Staff/Admin	Another critical educational partner 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.
Students	Student input towards Actions was collected primarily through our student survey which was sent out in the spring of 2024.
SELPA	Our LCAP was sent to our SELPA for review and comment in June.
Board of Directors	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

Educational Partner(s)	Process for Engagement
	LCAP Draft on June 13th with the official approval also taking place on the 13th.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partners, including caregivers, have expressed high levels of satisfaction with our school and its programming. They particularly appreciate the safe and welcoming culture, as well as our unique expeditions that enrich student experiences. This positive feedback is invaluable as it not only affirms the areas where we are successful but also helps us gather insights that inform our planning for new cycles, ensuring continuous improvement and alignment with community needs and expectations.
In addition to the feedback on areas of success, we also heard themes that led us to make strategic updates to our new LCAP. Below, we describe themes from our educational partners and describe the ways in which these themes influenced the development of the LCAP.

Theme: Support for Concrete Next Steps and Post-Secondary Success
With the recent revision of our mission and vision to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life, we heard the theme around needing support for implementing the concrete next steps for our students. In response to this, we have updated our Goal 1 to reflect the addition of our newly created role of Sr. Director of Concrete Next Steps.
Action 1.3: College and Career Preparedness: The Senior Director of Concrete Next Steps leads initiatives to bolster college readiness, particularly for first-generation college students, by offering expertise in the college application and transition processes. This role involves training mentors, planning college information nights, and collaborating with Expeditions program leaders to align students' academic and career goals while building social capital. Key efforts include monitoring trends in college admissions, enhancing educational programs through alumni engagement, and implementing systems across multiple schools to support improved postsecondary outcomes. The Senior Director's comprehensive approach ensures that students are well-prepared to navigate their next educational steps effectively.

Theme: Greater Parent/Caregiver Engagement Opportunities
We heard from our families and caregivers the need to increase engagement opportunities. To be more aligned with our organization's strategic priorities, we updated Goal 3 to ensure our systems are thriving for not just our teammates, but an emphasis on our caregivers as well. Our New Goal 3 reads: "Our systems for people, teams, and community are thriving." Specifically, we have made updates to our Action 3.2 to include "Interest to Graduation" and our Action 3.4 of Community Engagement Team:
Action 3.2: Parent Organization and Community Events: Interest to Graduation: We seek to forge robust partnerships with families, recognizing caregivers as the first and pivotal educators in our students' lives. By aligning with our school's mission and vision, we aim to build communities that share a commitment to student success from interest to graduation. This program will focus on empowering families as critical partners, involving them actively in our educational ecosystem. We will establish a coalition of family members that reflects the diverse tapestry of our school community, enabling them to take on leadership roles and contribute to school governance and decision-making processes, thereby delivering on our promise to support every student.
Action 3.4: Community Engagement Team. Summit schools have a Community Engagement Team 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 Teams are trained and supported by a small team housed within the Charter Management Organization.

Theme: Greater Rigor Present During Instruction
All students deserve access to a rigorous curriculum that is aligned with state standards, ensuring equitable opportunities for educational success. Feedback from our stakeholders has emphasized the need for more rigor during instruction, which directly supports our mission and vision. This mission—to collectively prepare a diverse community of young people with the skills, knowledge, and habits necessary for economic empowerment and success in their chosen concrete next steps—guides our commitment to fostering a fulfilled life for every student. This alignment enhances our strategic focus, ensuring that our educational practices not only meet but exceed the expectations and needs of our community. In response to this theme, we've made updates to our Goal 1 to include the following action to support more rigorous instruction:

Action 1.4 Tier 1 Investment. Summit is intensifying its focus on Tier 1 instruction to ensure all students are accessing a rigorous curriculum aligned to state standards. This comprehensive strategy involves systemic enhancements in instructional support and curriculum alignment to provide all students, especially vulnerable groups, with equitable access to high-quality, rigorous, and Common Core-aligned materials and teaching methods. Key components of this strategy include integrating IXL Math as a supplemental tool to offer personalized learning experiences that enhance math instruction. Additionally, there is an ongoing effort to evaluate and adjust our curriculum to ensure it meets the Common Core standards and addresses the diverse learning needs and cultural backgrounds of students. This involves a continuous improvement process with input from educational partners such as teachers, administrators, and parents. Furthermore, the school is engaging external partners to provide expert instructional support and coaching, aiming to build sustainable teaching capacity and improve long-term educational outcomes.

Theme: Attendance Support
Coming out of the pandemic, we continue to see the need to improve our attendance strategies to ensure all students are attending school. This remains evident as we continue to hear from our educational partners ongoing attendance support for students and families. We were intentional with updating our Action 2.2 to increase our resourcing and teammate support and attention to improving our attendance strategy as described in more detail below:
Action 2.2: Comprehensive Attendance Improvement Strategy. Our Comprehensive Attendance and Engagement Strategy focuses on elevating student attendance rates and curbing chronic absenteeism, underpinned by the understanding that consistent attendance is vital for academic success. The strategy employs a multi-pronged approach, starting with enhanced personal communication where Office Assistants engage directly with families through personal calls, targeting students on the brink of chronic absenteeism to offer support and tackle barriers. This is bolstered by the deployment of a Truancy Tracker tool across all sites, enabling real-time monitoring and timely interventions through automated alerts and family meetings. The beginning of the school year will see proactive communication through letters that highlight attendance importance, supplemented by mentor check-ins and engaging social media content designed to maintain communication streams across various platforms. Moreover, the use of Summit's data tools allows for a detailed analysis of attendance trends to tailor interventions effectively. The overarching program includes ongoing actions like regular calls from Office Assistants, attendance contracts for at-risk students, and consistent reviews between Executive Directors and Deans of Operations to ensure precise attendance tracking, all designed to enhance engagement and academic success through improved attendance.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our LCAP Goal 1, which states that "All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment," was crafted with a clear and intentional focus based on extensive feedback from our educational partner groups and a deep analysis of our organizational priorities and data.

Throughout our engagement process, we heard from many educational partner groups the importance of aligning our new LCAP with the organization's mission: "To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life." This goal encapsulates our commitment to this mission, ensuring that our students are equipped not only with academic knowledge but also with the practical skills and purposeful habits needed for economic empowerment and future success. Additionally, this goal aligns seamlessly with the organization's updated priorities and initiatives, reinforcing our strategic focus on preparing students for life beyond Summit.

Feedback from our stakeholders emphasized the need for greater rigor in our instructional practices. This goal addresses that need by focusing on ensuring all students receive a rigorous curriculum. By emphasizing high-quality, challenging instruction, we aim to elevate the academic experience and outcomes for every student, preparing them more effectively for college, careers, and economic independence.

Goal 1 serves as a broad, inclusive objective to achieve improved outcomes in English Language Arts (ELA) and Math, as well as college and career preparedness for all students. While it is comprehensive, it also pays specific attention to our significant student groups, ensuring that our actions and resources are targeted where they are most needed. This broad goal reflects our commitment to equity, ensuring that every student, regardless of their background, has the opportunity to succeed.

Lastly, our data on the California School Dashboard underscores the necessity of this goal. The metrics for ELA and Math indicate areas where we must maintain our current growth and strive for improvement as outlined by our data below:

SBAC ELA:

All: 51.2 pts above (Green)
Hispanic: 8.2 pts above (Yellow)

SBAC Math:
All: 21.9 pts below (Green)
Hispanic: 95.5 pts below (Orange)

By focusing on developing the skills, knowledge, habits, and sense of purpose necessary for economic empowerment, we aim to address these critical areas, driving better outcomes and closing achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 - Pupil Achievement: Students admitted to a 4-year college Data Source: Internal Calculations	2023 Graduates: All: 82% Asian: 85% Hispanic: 85% EL: 60% SED: 85% SWD: 62%			All: Maintain 85% or above Hispanic: 85% or above EL: 63% or above SED:85% or above SWD:65% or above	
1.2	Priority 5 - Pupil Engagement: High school graduation rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: 94.3% (Green) Hispanic: 94.4% (Yellow) SED: 94.3% (Green)			95% or above	
1.3	Priority 1 - Basic: Pupils with access to standards-aligned instructional materials	23-24: 100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: School Accountability Report Card (SARC)					
1.4	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5 Data Source: Local Indicator Self Reflection Survey	100% Implementation of State Standards			100% Implementation of State Standards	
1.5	Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year Data Source: Internal Calculations	23-24: 100%			100%	
1.6	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in ELA Data Source: Summative SBAC	2023 CA School Dashboard: All: 51.2 pts above (Green) Hispanic: 8.2 pts above (Yellow)			All: 60.2 pts above (Green) Hispanic: 20.2 pts above (Green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	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 Data Source: Internal rubric-based assessment	% Prepared and Prepared with Extra Support All: 95% Asian: 94% Black/African American: 100% Hispanic: 94% EL: 88% SED: 90% SWD: 91%			All: 96% Asian: 95% Black/African American: 100% Hispanic: 95% EL: 91% SED: 91% SWD: 92%	
1.8	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in Math Data Source: Summative SBAC	2023 CA School Dashboard: All: 21.9 pts below (Green) Hispanic: 95.5 pts below (Orange)			All: 12.9 pts below (Green) Hispanic: 83.5 pts below (Yellow)	
1.9	Priority 4 - Pupil Achievement: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	% Prepared and Prepared with Extra Support All: 99% Asian: 100% Black/African American: 91% Hispanic: 96% EL: 96% SED: 90% SWD: 99%			All: Maintain 95% or higher Asian: Maintain 95% or higher Black/African American: 92% Hispanic: Maintain 95% or higher EL: Maintain 95% or higher SED: 91%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD: Maintain 95% or higher	
1.10	Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher Data Source: AP Exam Pass Rate	All: 37% Asian: 38% Hispanic: 28% EL: 9% SED: 28% SWD: 20%			All: 42% Asian: 43% Hispanic: 33% EL: 14% SED: 33% SWD: 25%	
1.11	Priority 4 - Pupil Achievement: Graduates not requiring remediation based on Early Assessment Program Data Source: Summative SBAC	2022-2023 SBAC: SBAC 22-23 ELA: 65.34% Met or Exceeded Math: 45.95% Met or Exceeded			ELA: 71.34% Met or Exceeded Math: 51.95% Met or Exceeded	
1.12	Priority 4 - Pupil Achievement:Graduates who are college or career ready Data Source: CA School Dashboard	2023 CA School Dashboard: 60.5% (High)			63.5% (High)	
1.13	Priority 7 - Course Access: Students meeting UC/CSU A-G requirements (excluding students with modified graduation requirements in an IEP)	2023: 87.4% A-G Completion			90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard Additional Reports					
1.14	Priority 4 - Pupil Achievement: ELLs making progress in English proficiency year-over-year Data Source: CA School Dashboard	2023 CA School Dashboard: 29.6% Making Progress			35.6% Making Progress	
1.15	Priority 4 - Pupil Achievement: English Learner reclassification rate Data Source: Internal Calculations	EOY 2022 - 2023 Data: 19.4%			15% or higher	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Support and Professional Development:	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 Academic Officer and other strategic partners provide coaching and technical training to support school Directors and Deans in their roles as instructional leaders. Collaborate with education industry experts to curate a dynamic PD toolkit, enabling economies of scale and resource pooling for cost-effective professional development. This centralized resource collection will empower Executive Directors and instructional leaders to select tailored, evidence-based strategies and training that directly address the unique needs of Summit's diverse student groups. This approach not only supports the professional growth of our teachers but also directly contributes to improved academic outcomes for all student groups by ensuring that instructors are well-equipped to address their unique challenges and potentials.	$118,682.62	Yes
1.2	Student Support Block	Student Support Block: The support block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. This strategic period focuses on identifying and addressing the priority needs of students, particularly significant student groups, to foster	$145,578.44	Yes

Action #	Title	Description	Total Funds	Contributing
		their academic growth. During this time, specific activities are conducted: • Learning Centers for SWD (Students with Disabilities): These centers offer specialized support to meet the unique learning needs of students with disabilities. • ELD (English Language Development) Designated: Targeted English language support is provided to help English Learners master language skills. • Adaptive Interventions through IXL: Middle school students, and a select number of high school students, receive adaptive math and literacy interventions. While high schools primarily focus on math, with Tam and Everest schools leading this initiative, the aim is to expand the use of IXL as a comprehensive intervention tool across all high schools. • Data Analysis Tools: These tools assist teachers in grade-level meetings to identify the specific interventions needed for each student. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, this tool helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP and/or EL status. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning. This comprehensive approach within the support block aims to provide additional, focused support to our significant student groups, leveraging structured interventions and real-time data to enhance the educational outcomes for all students involved.		
1.3	College and Career Preparedness	Expeditions: Expeditions is an 7-week program, split into three 2-week blocks and one-week block 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:	$866,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Career Exploration Opportunities and through Internships as they explore their passions towards their Concrete Next Step 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course and study trip to colleges every year. Habits of Success Program: Habits of Success, the behaviors, mindsets, and dispositions 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. Summit is building student social capital and agency to empower students to take control of their educational and career journeys, making informed decisions that align with their goals and values, thus fostering a sense of agency. College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstances. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the habits of success program, college and application process. 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		

Action #	Title	Description	Total Funds	Contributing
		speaking families, and providing extensive financial aid information and assistance for families. Sr. Director of Concrete Next Steps: The Sr. Director and other strategic partners will serve as the experts on the college application 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. They also works closely with the Deans of Expeditions on sites to support students on their Concrete Next Steps.. Additionally, this team ensures students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The primary focus is on supporting students who are the first in their families to attend college, enhancing postsecondary outcomes by engaging with alumni to refine educational programs for current students. This effort involves the development of systems that are managed across various schools. Additionally, work includes collaboration in the Expeditions program to help students align their passions with their career paths and build their social capital		
1.4	Tier 1 Investment	In response to the identified needs of our significant student groups), we commit to a Tier 1 investment strategy focused on systemic enhancements in instructional support and curriculum alignment. This action involves a multi-faceted approach designed to directly impact all students, with a particular emphasis on our significant student groups, ensuring equitable access to high-quality, rigorous, and Common Core-aligned educational materials and teaching strategies. IXL Math Integration: We will leverage IXL Math as a supplemental intervention tool specifically tailored to support our significant student groups. This adaptive learning platform will provide personalized learning experiences to address individual student needs, thereby enhancing our Tier 1 math instruction.	$21,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum Adoption and Adjustment: As part of Summit's ongoing continuous improvement cadence involving key educational partners, including teachers, administrators, and parents, we will conduct a deep analysis of our current instructional materials rooted. This process will ensure that our curriculum is aligned with the Common Core standards and rooted in our Summit instructional mode, whil addressesing the specific learning needs and cultural backgrounds of our significant student groups. Adjustments will be made to our existing curriculum based on a set of metrics and measures established through our continuous improvement process to elevate rigor and relevance across all content areas. Engagement of External Partners: To provide real-time, expert-level instructional support, we will enlist external partners with a specialized focus on effective teaching strategies and coaching development. These partners will work closely with our team to provide immediate support and build long-term instructional capacity. The goal is to ensure sustained improvement in instructional quality and student outcomes even after the partnership concludes.		
1.5	Common Core Assessment Plan	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	$41,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development around assessment calibration, and long-term curriculum planning		
1.6	Extended Academic Engagement	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.	$98,107.00	Yes
1.7	Summit Learning Platform Access and Rostering	Summit Learning Platform Access and Rostering: Summit's Data Team provides essential support to school leaders in managing the scheduling process and maintaining updated rosters on the Summit Learning Platform. This platform is integral for teachers to assign and grade projects, track student progress, and administer content assessments. To ensure ongoing effectiveness and adaptability, we will implement a continuous improvement strategy focused on enhancing platform access and functionality. This strategy includes regular updates, feedback loops with users to identify areas for enhancement, and adaptive measures to meet evolving educational needs and technology standards, ensuring that the platform remains a robust and responsive educational tool.	$18,441.00	No
1.8	Integrated and Designated English Language Development Support and Investment	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 24-25, we will continue to partner 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. Beyond the supports provided for English Learners in all courses through integrated instruction, Summit will enhance our investment in our English	$103,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.9	English Learner Development Training and Professional Development	Integrated Training and PD: 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/or leadership team meetings. Designated Training and PD: Teachers of the ELD Designated Instruction Block will also receive supplemental 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.	$34,013.00	Yes
1.10	English Language Learner Identification and Notification Procedures:	English Language Learner Identification and Notification Procedures: The site Red Team 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 Site Red Teams with training on effectively managing all of these processes and by providing CALPADS and testing management services.	$2,544.00	Yes
1.11	Long-Term English Learners Support and Intervention	Implement data analysis tools that assist teachers in grade-level meetings to identify the specific interventions needed for each Long-Term English learner. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a	$14,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, our tools helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Summit maintains a joyful school environment that enables students' physical and emotional wellbeing.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was crafted with a deliberate focus on addressing the critical needs identified through data analysis and stakeholder feedback. Our suspension and chronic absenteeism data clearly reflect the ongoing need for a goal centered on student joy and safety. These metrics indicate that despite various efforts, suspension rates and chronic absenteeism remain areas of concern. The lingering effects of the pandemic have exacerbated these issues, significantly impacting students' physical and emotional safety. Many students continue to struggle with the aftershocks of the pandemic, which manifests in increased behavioral issues and absenteeism. By focusing on creating a joyful and safe school environment, we aim to address these challenges head-on, fostering a space where students feel secure, valued, and engaged.Chronic Absenteeism: - All: 19%- Asian: 12%- Hispanic: 26%- White: 15%- Is ELL: 13%- Is SED: 29%- Has IEP: 19%Suspension Rates: - All: 2.1% (Orange)- EL: 3.2% (Orange)- Hispanic: 3.5% (Orange)- Two or More Races: 2.3% (Orange)- SWD: 4.8% Orange- SED: 2.1% (Green)- White: 1.1% (Green)- Asian: 0% (Blue) Throughout our LCAP cycle engagement, additional attendance support emerged as a recurrent theme from our educational partners. Stakeholders emphasized the importance of implementing strategies to improve attendance and reduce absenteeism. A joyful school environment that prioritizes students' wellbeing is crucial in achieving this goal. When students feel happy, supported, and safe, they are more likely to attend school regularly and engage positively with their education. This goal aligns with our commitment to responding to the needs of our community, ensuring that our strategies are informed by those who are directly impacted.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5 - Pupil Engagement: Average Daily Attendance (ADA) Data Source: Internal calculations	As of May 1, 2024 All: 92% Asian: 95% Hispanic: 91% White: 91% Is ELL: 92%			93% for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Is SED: 91% Has IEP: 91%				
2.2	Priority 5 - Pupil Engagement: Chronic Absenteeism Rate Data Source: CA School Dashboard/Internal Calculations	SY 23-24: As of May 1, 2024 All: 19% Asian: 12% Hispanic: 26% White: 15% Is ELL: 13% Is SED: 29% Has IEP: 19%			All: 16% Asian: Maintain 12% or below Hispanic: 21% White: Maintan 15% or below Is ELL: Maintain 13% or below Is SED: 24% Has IEP: 16%	
2.3	Priority 6 - School Climate: Suspension Rate Data Source: CA School Dashboard	2023: CA School Dashboard All: 2.1% (Orange) EL: 3.2% (Orange) Hispanic: 3.5% (Orange) Two or More Races: 2.3% (Orange) SWD: 4.8% Orange SED: 2.1% (Green) White: 1.1% (Green) Asian: 0% (Blue)			3% or less for all student groups (Green or Blue)	
2.4	Priority 6 - School Climate: Expulsion Rate Data Source: Internal Calculations	SY 23-24: 0%			Maintain less than 2%	
2.5	Priority 5 - Pupil Engagement: High school dropout rate	SY 23-24: 0%			Maintain less than 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Calculations					
2.6	Priority 6 - School Climate: Students responding positively to "There is at least one adult at my school that I trust" Data Source: Internal Survey	SY 23-24: All students: 89% Hispanic or Latino students: 89% Asian students: 96% White students: 87% 2 or More Races: 87% English Learners: 92% Socioeconomically Disadvantaged students: 86% Students with disabilities: 90%			Maintain 80% or higher for all student groups	
2.7	Priority 6 - School Climate: Students responding positively to "I feel Physical safe at school" on student survey Data Source: Internal Survey	SY 23-24: All: 91% Hispanic: 90% Asian: 93% White: 90% 2 or More Races: 92% SED: 90% SWD: 86% EL: 92%			Maintain 80% or higher for all student groups	
2.8	Priority 6 - School Climate: Students responding positively to "I feel emotionally safe at school" on student survey Data Source: Internal Survey	SY 23-24: All: 86% Hispanic: 88% Asian: 87% White: 79% 2 or More Races: 86% SED: 90% SWD: 81% EL: 96%			Maintain 80% or higher for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered Behavior Support	Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty will continue 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. 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. Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for	$262,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.		
2.2	Comprehensive Attendance Improvement Strategy	Our Comprehensive Attendance and Engagement Strategy aims to improve student attendance rates and decrease chronic absenteeism, recognizing the critical link between consistent attendance and academic success. This multi-faceted approach enhances direct communication with families, employs advanced tracking tools for early intervention, and creates multiple engagement points throughout the year to emphasize the importance of regular school attendance. Enhanced Personal Communication: To deepen our connection with families and provide a more personalized approach, Office Assistants (OAs) will complement automated robo-calls with personal phone calls. These calls will focus on students nearing chronic absenteeism, offering support and resources to address attendance barriers. Truancy Tracker Utilization: Implementation of a Truancy Tracker tool across all sites allows for real-time monitoring of attendance patterns. This system flags students approaching chronic absenteeism thresholds, triggers scheduling of family meetings, and automates the issuance of truancy letters, facilitating timely interventions. Proactive Communication and Mentorship: At the start of the year, families will receive letters detailing the critical importance of consistent attendance. Throughout the year, mentor check-ins and guidance during personalized learning plan (PLP) meetings will reinforce this message. Additionally, engaging social media content will be developed to reach families across various platforms, creating more touchpoints to stress attendance's role in academic success. Data-Driven Analysis: Summit's data tool will analyze attendance trends across different student groups, enabling us to target interventions. This tool will disaggregate data by truancy and mentor groups, identifying patterns and enabling us to tailoring strategies to specific needs.	$18,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Comprehensive Attendance and Absence Program: Building on the direct correlation between attendance and student growth, our ongoing program includes actions such as regular OA-initiated calls to parents, attendance contracts for students at risk of chronic absenteeism, and routine check-ins between Executive Directors and Deans of Operations to verify accurate attendance recording.		
2.3	Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming	Summit is dedicated to growing our adults as equity practitioners by fostering an environment of Diversity, Equity, Inclusion, and Belonging (DEIB) across all aspects of our educational community. This commitment ensures that every member of our community—students, teachers, staff, and caregivers—feels valued, understood, and included. Our DEIB initiative encompasses comprehensive strategies to embed these principles into our teaching methodologies, mentorship programs, and the broader school culture ensuring that our school and network leaders are continuously improving their practices as equity practitioners. DEIB Professional Development (PD) and Training: Teachers will participate in ongoing professional development sessions focused on incorporating DEIB practices within their classrooms. This includes strategies to celebrate diversity, ensure equitable opportunities for learning, create inclusive environments, and foster a strong sense of belonging among students. Our PD programs will also extend to all staff, emphasizing personal and professional growth in understanding and applying DEIB principles. Restorative Practices Integration: As part of our emphasis on belonging, Deans of Culture and Instruction will spearhead the integration of Multi-Tiered System of Supports (MTSS) around restorative practices. This proactive approach aims to diminish the progression towards suspensions by implementing preventative practices. Through restorative practices, we strive to resolve conflicts, repair relationships, and rebuild community, ensuring that students remain engaged in their educational journey in a supportive and understanding environment.	$50,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Monitoring and Coaching for DEIB Efficacy: School leaders will play a pivotal role in monitoring the implementation of DEIB practices and staff's continued journey as equity practitioners. Through regular observations and coaching sessions, leaders will ensure that these practices are effectively integrated into daily teaching and interactions within the school. This will include assessing the impact of restorative practices on student behavior and the school's disciplinary approach, ensuring alignment with our DEIB objectives. DEIB Experiences for Students and Caregivers: Beyond the classroom, Summit will facilitate meaningful DEIB experiences that extend to students' families, reinforcing our commitment to an inclusive community. These experiences aim to foster understanding, respect, and appreciation for diversity, encouraging active participation from the entire school community in building a culture of equity and belonging.		
2.4	Site Safety and Security	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. 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.	$45,417.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our systems for people, teams, and community are thriving.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our broad goal 3 was designed to prioritize the health and effectiveness of the systems that support our school's valuable resources: our people, teams, and community.

This new goal focuses on enhancing the systems that underpin our school's operations and culture, aligning seamlessly with our organization's broader priorities and initiatives. By committing to the development and support of our people, teams, and community, we ensure that our strategic efforts are coherent and mutually reinforcing. This alignment helps us create a unified approach to achieving our mission and vision, ensuring that everyone in our school community is supported and empowered.

Teacher retention and satisfaction have been deeply affected by the pandemic, making it imperative to dedicate a specific goal to ensuring that our adults, especially teachers, are thriving. High teacher turnover and dissatisfaction can disrupt the learning environment and negatively impact student outcomes. By focusing on creating supportive and nurturing systems for our staff, we aim to improve job satisfaction, reduce turnover, and build a more stable and effective teaching force. This goal recognizes that the wellbeing and effectiveness of our teachers are crucial to the success of our students and the overall health of our school community.

Aligning Goal 3 with our organization's strategic plan allows us to think strategically about resource allocation and support systems. By doing so, we can ensure that our investments in professional development, team-building initiatives, and community engagement are targeted and effective. This strategic alignment enables us to leverage our resources more efficiently, providing the necessary support to our staff and fostering a collaborative, thriving school environment. It ensures that our efforts are not only well-funded but also thoughtfully planned and executed to maximize impact.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6 - School Climate: Families responding positively to	SY 23-24: Physically Safe: 93% Emotionally Safe: 86%			Maintain 80% or higher for all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"I feel my child is physically and emotionally safe at school" on family survey Data Source: Internal Survey					
3.2	Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to "I feel connected to my student's school" on family survey Data Source: Internal Survey	SY 23-24: 74%			Maintain 80% or higher for all student groups	
3.3	Priority 3 - Parental Involvement: Families responding positively to "My student's school uses my feedback when making decisions" on family survey Data Source: Internal Survey	SY 23-24: 64%			70% or higher	
3.4	Priority 6 - School Climate: Faculty responding positively to "I feel Physical safe at school" on faculty survey	SY 23-24: 91%			Maintain 85% and above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Survey					
3.5	Priority 6 - School Climate: Faculty responding positively to "I feel emotionally safe at school" on faculty survey Data Source: Internal Survey	SY 23-24: 87%			Maintain 85% and above	
3.6	Priority 1 - Basic: Facilities in good repair as measured by the SARC Data Source: SARC	Good as reported on the 22-23 SARC			Good or Exemplary	
3.7	Priority 1: Basic: Teachers appropriately credentialed Data Source: Internal Calculations	88.9% Prelinimary + Cleared			100%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attracting and Retaining Highly Qualified Teachers:	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.	$125,501.00	No
3.2	Parent Organization and Community Events	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, Attendance Importance events, College Readiness Workshops, and Graduation. We also collect feedback after every parent event. Interest to Graduation: We seek to forge robust partnerships with families, recognizing caregivers as the first and pivotal educators in our students' lives. By aligning with our school's mission and vision, we aim to build	$21,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communities that share a commitment to student success from interest to graduation. This program will focus on empowering families as critical partners, involving them actively in our educational ecosystem. We will establish a coalition of family members that reflects the diverse tapestry of our school community, enabling them to take on leadership roles and contribute to school governance and decision-making processes, thereby delivering on our promise to support every student.		
3.3	Mentor Meetings and Family Access to Summit Learning Platform	Mentor Meetings and Family Access to Summit Learning Platform: At the beginning of the year, mentors meet with every student & family to review and set annual goals. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students. 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.	$41,808.00	Yes
3.4	Community Engagement Team	Community Engagement Team: Summit schools have a Community Engagement Team 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 Team are trained and supported by a small team housed within the Charter Management Organization.	$12,719.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$283,671	$0

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
6.042%	0.000%	$0.00	6.042%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Support and Professional Development: **Need:** 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 at	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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the current moment.) 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. **Scope:** LEA-wide	teachers agree that the regular coaching they receive improves their professional practice.	Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.2	**Action:** Student Support Block **Need:** 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 at the current moment.) 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.	All students will participate in the literacy support block, 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. Similar to the literacy intervention, our math support block, 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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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.	
1.3	**Action:** College and Career Preparedness **Need:** We continue to see persistent disparities between the college and career preparedness metrics 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 at the current moment.) 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. **Scope:** LEA-wide	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	Metric 1.1: Students admitted to a 4-year college Metric 1.2: Graduation Rate Metric 1.12: College and Career Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	
1.4	**Action:** Tier 1 Investment **Need:**	Our Tier 1 Action is a strategic investment focused on enhancing instructional support and curriculum alignment to benefit all students, while principally directed at improving outcomes for our unduplicated pupil populations. By ensuring	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 at the current moment.) 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. **Scope:** LEA-wide	equitable access to high-quality, Common Core-aligned educational materials and teaching strategies, we aim to address the unique needs of these groups while improving overall outcomes. IXL Math Integration: We will incorporate IXL Math as a supplemental tool tailored for our significant student groups. This adaptive learning platform provides personalized experiences that address individual needs, enhancing our Tier 1 math instruction and helping bridge learning gaps. Curriculum Adoption and Adjustment: Through our continuous improvement process, involving teachers, administrators, and parents, we will analyze and adjust our instructional materials to align with Common Core standards and the Summit instructional model. These adjustments will address the specific learning needs and cultural backgrounds of our significant student groups, ensuring rigor and relevance across all content areas. Engagement of External Partners: We will collaborate with external experts specializing in effective teaching strategies and coaching development. These partners will provide real-time support and help build long-term instructional capacity, ensuring sustained improvement in instructional quality and student outcomes.	by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.5	**Action:** Common Core 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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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 at the current moment.) 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. **Scope:** LEA-wide	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.	English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.6	**Action:** Extended Academic Engagement **Need:** 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 at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests	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.	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. **Scope:** 　LEA-wide		Skills evaluated using authentic, rubric-based assessments
2.1	**Action:** Tiered Behavior Support **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** 　LEA-wide	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.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates
2.2	**Action:** Comprehensive Attendance Improvement Strategy **Need:** Summit's attendance data suggests that low-income students and English learners are more likely to be chronically absent when	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.	Metric 2.1: Attendance Rate Metric 2.2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their higher-income and English fluent peers. **Scope:** LEA-wide		
2.3	**Action:** Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** LEA-wide	Summit is committed to being an Anti-Bias Anti-Racist organization and embedding DEIB 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.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates Metric 2.6: Student Survey Metric 2.7: Student Survey Metric 2.8: Student Survey
3.2	**Action:** Parent Organization and Community Events **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities.	Our Parent Organization & Community Events action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. Recognizing that caregivers are pivotal educators, we actively involve parents through our parent organization. This promotes engagement and ensures that parents are integrated into the educational process, which is particularly crucial for unduplicated populations who may face barriers to involvement due to language, socio-economic, or cultural factors.	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	By offering educational opportunities and leadership roles, we empower parents with the knowledge and skills to support their children's education effectively. This includes hosting events such as Parent Education Nights, Attendance Importance events, and College Readiness Workshops. These initiatives provide parents with valuable information and resources to help their children succeed. Events like Back to School Nights, New Student Welcome, and Graduation foster relationships within the school community, creating a sense of belonging and support for all families. Translation services ensure that language is not a barrier to participation, making these events accessible to everyone. While the primary focus is on addressing the needs of our unduplicated populations, the benefits of parental involvement, education, and community building extend to all students. By implementing this action schoolwide, we ensure that every family has the opportunity to participate and contribute, fostering a unified and inclusive school community.	
3.3	**Action:** Mentor Meetings and Family Access to Summit Learning Platform **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering	Our Mentor Meetings and Family Access Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. At the beginning of the year, mentors meet with every student and their families to review and set annual goals. This personalized approach ensures that each student's unique needs and aspirations are understood and addressed, which is	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	events and increase engagement opportunities. **Scope:** LEA-wide	particularly important for unduplicated students who may face additional challenges. Throughout the year, mentors hold ad hoc meetings with families based on their needs. Mid-year meetings are specifically scheduled to support struggling students, providing timely interventions to help them stay on track. This continuous support system is crucial for unduplicated students who may require more frequent and tailored guidance. The Summit Learning Platform offers a family-facing login and interface, allowing families to have instant access to their students' work and progress. This transparency empowers families to be actively involved in their children's education, providing them with the tools to monitor and support their students' progress against their annual goals. Our Mentor Meetings and Family Access to the Summit Learning Platform action is designed to provide targeted support to our unduplicated population while benefiting the entire school community. By fostering individualized goal setting, continuous support, and transparent communication, we empower all students and families to actively participate in and contribute to the educational process, ensuring a supportive and inclusive learning environment.	
3.4	**Action:** Community Engagement Team **Need:**	Our Community Engagement Team Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students.	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities. **Scope:** LEA-wide	The Community Engagement Team supports family engagement and parent leadership development, ensuring that all families, especially those from unduplicated populations, are actively involved in the school community. This includes providing clear and accessible communication through various channels such as the parent portal website, social media, family newsletters, translation services, robocalls, and robo-text systems. These efforts are particularly crucial for unduplicated families who may face language barriers or other obstacles to engagement. The team focuses on developing and implementing culturally responsive communication and engagement practices. By tailoring communications to respect and reflect the diverse cultural backgrounds of our families, we ensure that all voices are heard and valued, fostering a more inclusive school environment. Once a year, the Community Engagement Team administers a parent survey to gather feedback from all families. The results are analyzed and shared to help the school respond effectively to the needs of the community. This continuous feedback loop ensures that our strategies remain relevant and effective in addressing the unique needs of our unduplicated populations. While the primary focus is on supporting unduplicated families, the practices and tools developed by the Community Engagement Team benefit all families. Schoolwide implementation ensures that every family, regardless of their background, has access to clear, consistent, and culturally responsive communication, fostering a stronger school community.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Integrated and Designated English Language Development Support and Investment **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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. **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit is committed to investing in differentiated materials within the base curriculum across all courses. This ensures that English Learners can effectively access and engage with the curriculum. By partnering with Houghton Mifflin and utilizing their English 3D curriculum, we provide additional curricular support and training that is specifically tailored to the needs of ELs. By providing differentiated materials and targeted support through the English 3D curriculum, ELs are more likely to engage with and understand the curriculum, which is fundamental to their academic success. All teachers will leverage these resources and apply a set of responsive strategies tailored to students' proficiency levels in the four domains of speaking, reading, writing, and listening. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Beyond the integrated supports, Summit will enhance our investment in the English Language Development (ELD) Designated Instruction block. Twice a week, students scoring in Levels 1-3 on the ELPAC, as well as Level 4 students needing additional support, will receive dedicated instruction focused on reading comprehension and academic language. This targeted instruction is crucial for addressing the specific linguistic needs of ELs, providing them with intensive support to improve their language skills. The twice-weekly designated ELD instruction blocks offer intensive and focused support that directly addresses the areas where ELs most need improvement. This dedicated time for reading comprehension and academic language development is vital for helping students catch up and excel.	
1.9	**Action:** English Learner Development Training and Professional Development **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners will require extra effort and support to	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit will enhance the training and professional development for all teachers who work with ELs to ensure they receive the right level of support in core academic classes. This training will occur during dedicated PD sessions in August and February, as well as ongoing opportunities during Expeditions PD weeks and leadership team meetings.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups **Scope:** Limited to Unduplicated Student Group(s)	Increased PD for all teachers working with ELs ensures they are equipped with strategies to provide appropriate support, enhancing EL students' access to and success in core academic subjects. Supplemental training for ELD Designated Instruction Block teachers ensures they are well-prepared to deliver targeted instruction, focusing on the specific needs of ELs in reading comprehension and academic language.	
1.10	**Action:** English Language Learner Identification and Notification Procedures: **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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 **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. By leading the identification and Initial ELPAC testing processes, the Red Team ensures that ELs are promptly identified and provided with necessary support from the outset, enhancing their chances for academic success. Managing annual Summative ELPAC testing allows for accurate monitoring of ELs' language development, ensuring that instructional strategies can be adjusted based on up-to-date proficiency data. Additionally, executing reclassifications for qualified students ensures that ELs transition to appropriate instructional settings as their English proficiency improves, which is crucial for their continued academic growth.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Long-Term English Learners Support and Intervention **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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 **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. The data analysis tools assist teachers in grade-level meetings to identify the specific interventions needed for each LTEL. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions tailored to individual needs. The tools help teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP. This comprehensive view allows for early identification and support for students who may need additional help. The ability to dynamically allocate interventions based on real-time data ensures that each LTEL receives the specific support they need to master grade-level standards, promoting more effective and individualized instruction.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

For any limited 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, as applicable.

Additional Concentration Grant Funding

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 Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,694,990	$283,671	6.042%	0.000%	6.042%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,972,944.06	$25,000.00		$44,928.00	$2,042,872.06	$1,517,166.55	$525,705.51

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Support and Professional Development:	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$97,847.55	$20,835.07	$118,682.62				$118,682.62	
1	1.2	Student Support Block	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$138,989.00	$6,589.44	$145,578.44				$145,578.44	
1	1.3	College and Career Preparedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$691,492.00	$174,894.00	$826,161.00			$40,225.00	$866,386.00	
1	1.4	Tier 1 Investment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$21,628.00	$21,628.00				$21,628.00	
1	1.5	Common Core Assessment Plan	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$41,859.00	$0.00	$41,859.00				$41,859.00	
1	1.6	Extended Academic Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$98,107.00	$0.00	$98,107.00				$98,107.00	
1	1.7	Summit Learning Platform Access and Rostering	All		No				Ongoing	$0.00	$18,441.00	$18,441.00				$18,441.00	
1	1.8	Integrated and Designated English Language Development Support and Investment	English	Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$60,648.00	$42,675.00	$103,323.00				$103,323.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Group(s)											
1	1.9	English Learner Development Training and Professional Development	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$27,252.00	$6,761.00	$34,013.00				$34,013.00	
1	1.10	English Language Learner Identification and Notification Procedures:	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,544.00	$0.00	$2,544.00				$2,544.00	
1	1.11	Long-Term English Learners Support and Intervention	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$12,665.00	$2,027.00	$14,692.00				$14,692.00	
2	2.1	Tiered Behavior Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$237,293.00	$25,000.00	$237,293.00	$25,000.00			$262,293.00	
2	2.2	Comprehensive Attendance Improvement Strategy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,578.00	$13,467.00	$18,045.00				$18,045.00	
2	2.3	Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,511.00	$3,770.00	$50,281.00				$50,281.00	
2	2.4	Site Safety and Security	All		No				Ongoing	$6,177.00	$39,240.00	$45,417.00				$45,417.00	
3	3.1	Attracting and Retaining Highly Qualified Teachers:	All		No				Ongoing	$0.00	$125,501.00	$120,798.00			$4,703.00	$125,501.00	
3	3.2	Parent Organization and Community Events	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$21,554.00	$0.00	$21,554.00				$21,554.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,650.00	$12,158.00	$41,808.00				$41,808.00	
3	3.4	Community Engagement Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,719.00	$12,719.00				$12,719.00	

2024-25 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
$4,694,990	$283,671	6.042%	0.000%	6.042%	$1,788,288.06	0.000%	38.089 %	**Total:**	$1,788,288.06
								LEA-wide Total:	$1,633,716.06
								Limited Total:	$154,572.00
								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	1.1	Teacher Support and Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,682.62	
1	1.2	Student Support Block	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,578.44	
1	1.3	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$826,161.00	
1	1.4	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,628.00	
1	1.5	Common Core Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,859.00	
1	1.6	Extended Academic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,107.00	
1	1.8	Integrated and Designated English Language	Yes	Limited to Unduplicated	English Learners	All Schools	$103,323.00	

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 (%)
		Development Support and Investment		Student Group(s)				
1	1.9	English Learner Development Training and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$34,013.00	
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,544.00	
1	1.11	Long-Term English Learners Support and Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,692.00	
2	2.1	Tiered Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,293.00	
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,045.00	
2	2.3	Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,281.00	
3	3.2	Parent Organization and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,554.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,808.00	
3	3.4	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,719.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,863,036.00	$1,884,766.00

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	$120,674.00	$120,674
1	1.2	Teacher Support and Professional Development	Yes	$34,555.00	$45,509
1	1.3	Literacy Intervention	Yes	$46,410.00	$50,545
1	1.4	Math Intervention	Yes	$57,923.00	$62,080
1	1.5	Expeditions	Yes	$460,161.00	$382,707
1	1.6	Habits of Success Program	Yes	$464,372.00	$465,267
1	1.7	College Process Support	Yes	$20,100.00	$15,075
2	2.1	Common Core Common Assessment Plan	Yes	$36,691.00	$37,003
2	2.2	Extended School Day	Yes	$97,252.00	$97,801
2	2.4	Summit Learning Platform Access and Rostering	No	$16,128.00	$16,128
3	3.1	Community Engagement Team	Yes	$18,345.00	$97,511

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	3.2	Dean of Culture & Instruction	Yes	$126,287.00	$122,441
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$30,008.00	$30,118
3	3.4	Comprehensive Attendance and Absence Program	Yes	$4,274.00	$4,402
3	3.5	Multi-tiered System of Supports	Yes	$46,489.00	$51,102
3	3.6	Mental and Behavioral Health Supports	No	$30,000.00	$30000
3	3.7	Parent Organization & Community Events	Yes	$24,756.00	$25,105
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	$26,476.00	$27,009
3	3.9	Site Safety	Yes	$5,863.00	$5,875
3	3.10	Data Security	No	$37,164.00	$37,529
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	$30,728.00	$31,221
4	4.2	Integrated Supports in Core Curriculum	Yes	$58,657.00	$58,923
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	$46,956.00	$47,608
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	$10,910.00	$11,018

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	4.5	English Language Learner Identification and Notification Procedures	Yes	$11,857.00	$12,115

2023-24 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)
$305,903	$1,611,777.00	$1,680,435.00	($68,658.00)	0.000%	0.000%	0.000%

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	$34,555.00	$45,509		
1	1.3	Literacy Intervention	Yes	$46,410.00	$50,545		
1	1.4	Math Intervention	Yes	$57,923.00	$62,080		
1	1.5	Expeditions	Yes	$460,161.00	$382,707		
1	1.6	Habits of Success Program	Yes	$417,079.00	$465,267		
1	1.7	College Process Support	Yes	$20,100.00	$15,075		
2	2.1	Common Core Common Assessment Plan	Yes	$36,691.00	$37,003		
2	2.2	Extended School Day	Yes	$97,252.00	$97,801		
3	3.1	Community Engagement Team	Yes	$18,345.00	$97,511		
3	3.2	Dean of Culture & Instruction	Yes	$126,287.00	$122,441		
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$30,008.00	$30,118		
3	3.4	Comprehensive Attendance and Absence Program	Yes	$4,274.00	$4,402		
3	3.5	Multi-tiered System of Supports	Yes	$46,489.00	$51,102		

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	3.7	Parent Organization & Community Events	Yes	$24,756.00	$25,105		
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	$26,476.00	$27,009		
3	3.9	Site Safety	Yes	$5,863.00	$5,875		
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	$30,728.00	$31,221		
4	4.2	Integrated Supports in Core Curriculum	Yes	$58,657.00	$58,923		
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	$46,956.00	$47,608		
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	$10,910.00	$11,018		
4	4.5	English Language Learner Identification and Notification Procedures	Yes	$11,857.00	$12,115		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$4,900,722	$305,903	0%	6.242%	$1,680,435.00	0.000%	34.290%	$0.00	0.000%

Local Control and Accountability Plan 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*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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
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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [*5 CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

    - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

- o 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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).

  o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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