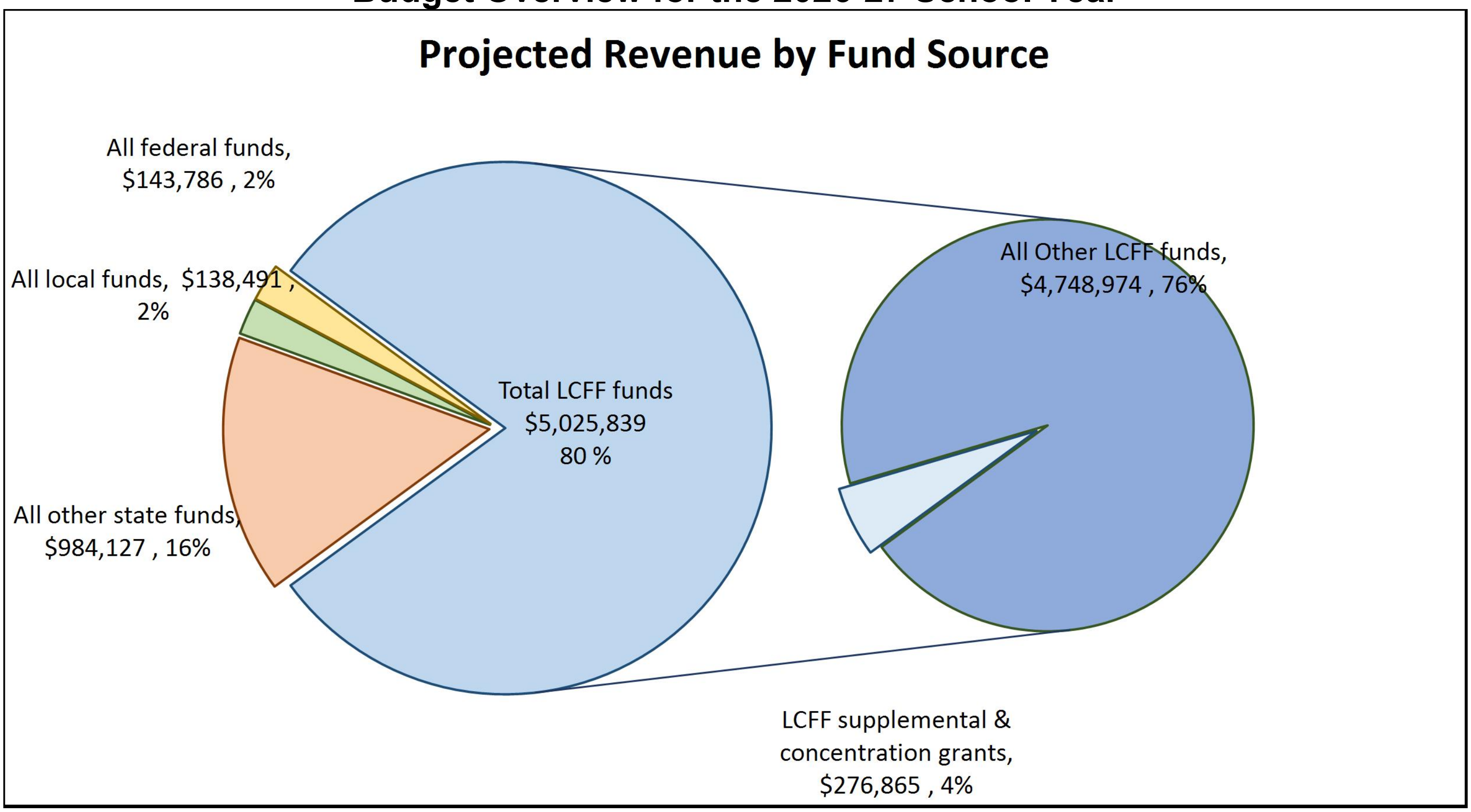
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public Schools: Tahoma
CDS Code: 43104390123794
School Year: 2026-27
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 2026-27 School Year

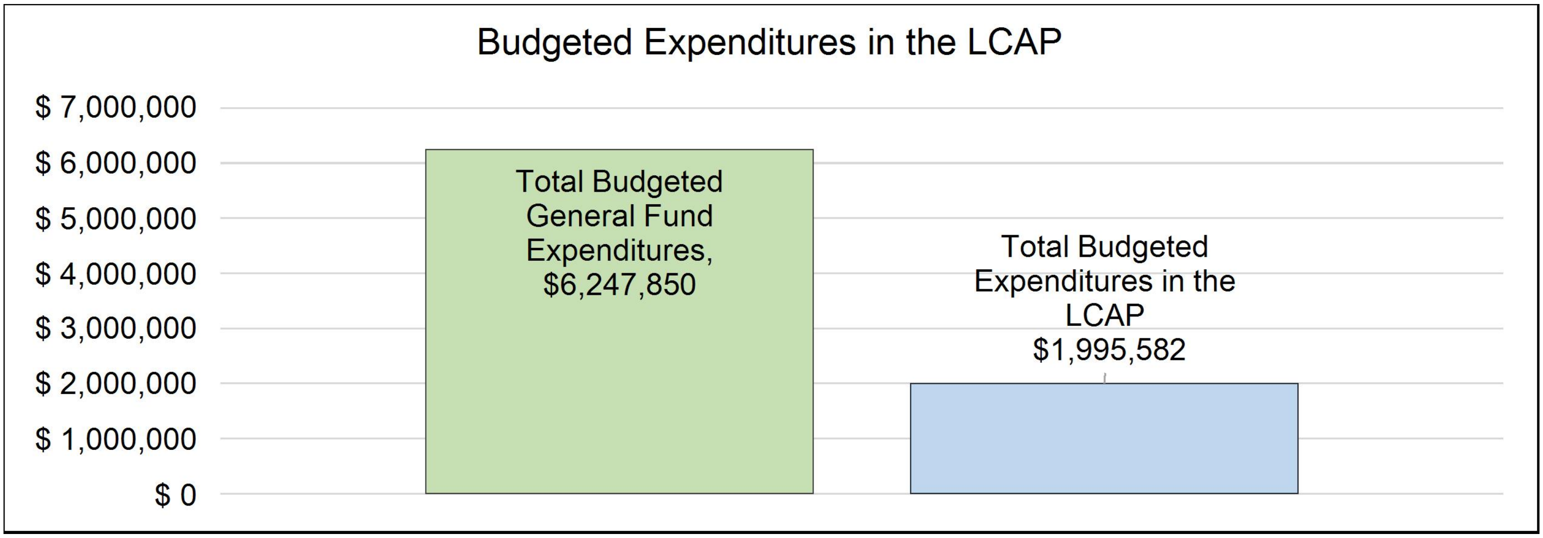


This chart shows the total general purpose revenue Summit Public Schools: Tahoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Public Schools: Tahoma is $6,292,243, of which $5,025,839 is Local Control Funding Formula (LCFF), $984,127 is other state funds, $138,491 is local funds, and $143,786 is federal funds. Of the $5,025,839 in LCFF Funds, $276,865 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Summit Public Schools: Tahoma plans to spend for 2026-27. 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 Schools: Tahoma plans to spend $6,247,850 for the 2026-27 school year. Of that amount, $1,995,582 is tied to actions/services in the LCAP and $4,252,268 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

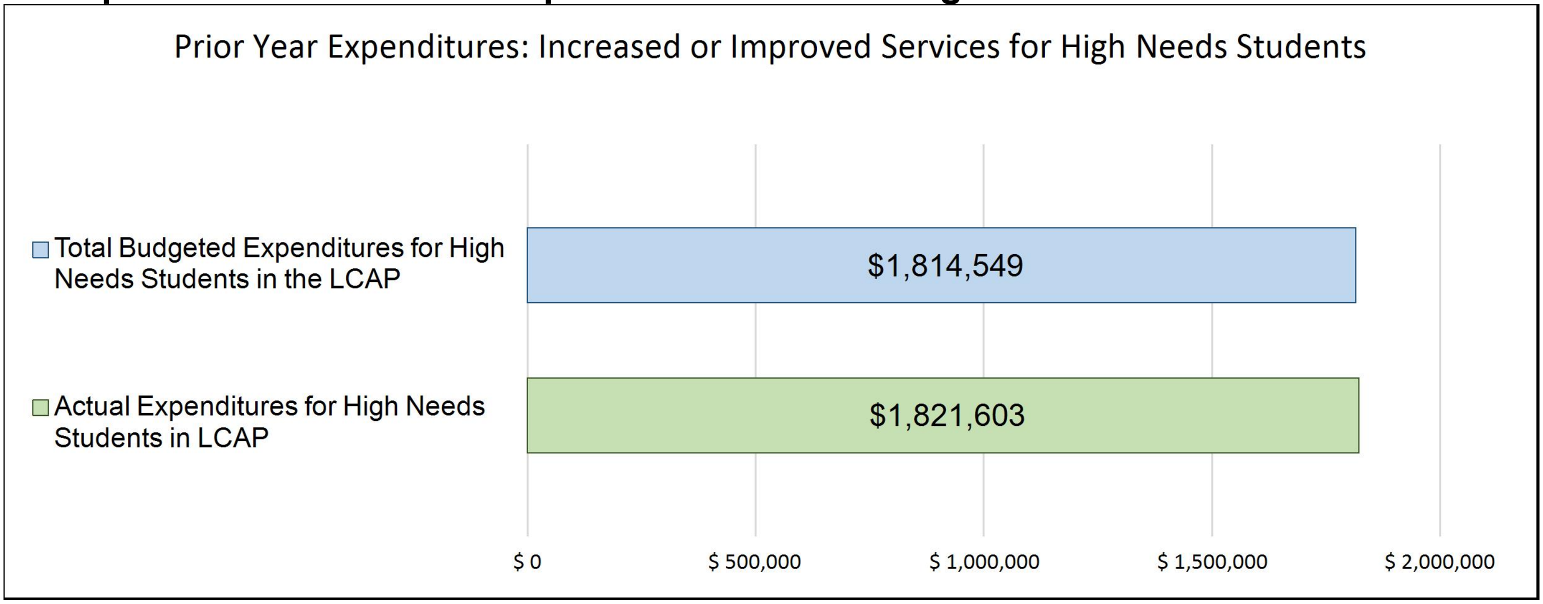
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Summit Public Schools: Tahoma is projecting it will receive $276,865 based on the enrollment of foster youth, English learner, and low-income students. Summit Public Schools: Tahoma must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public Schools: Tahoma plans to spend $1,698,944 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 2025-26



This chart compares what Summit Public Schools: 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 Schools: 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 2025-26, Summit Public Schools: Tahoma's LCAP budgeted $1,814,549 for planned actions to increase or improve services for high needs students. Summit Public Schools: Tahoma actually spent $1,821,603 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,054 had the following impact on Summit Public Schools: Tahoma’s ability to increase or improve services for high needs students:

Summit's estimated actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 are slightly lower than the total budgeted expenditures for those planned actions and services. The difference between budgeted and actual expenditures is a change of approximately $238,326, which is easily accounted for by fluctuations in enrollment and staffing which occurred throughout the year and did not impact the implementation of our actions and services toward increasing and improving services for our high needs students in 25-26

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 Schools: Tahoma	Jonathan Stewart Executive Director	jstewart@summitps.org 408-729-7415

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 314 students in grades 9-12.

In the 2025-26 school year, 24.5% of our students qualify for free or reduced lunch, 7.7% are English learners, and 20.2% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (41.8%), White (24.5%), and Asian (14.4%), two or more races (10.4%) , with smaller subgroups for Filipino, 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.

As we reflect on our annual performance, Summit Public School Tahoma remains committed to evaluating our progress using both the California School Dashboard and internal data sources. This year's data reflects areas of strength, including high remarks for college and career readiness, graduation rates, suspension rates, and Green and Blue performance levels in ELA and Math respectively. Based on the 2025 CA School Dashboard and our internal data, our strengths and areas for growth are as follows:

- Academic Performance in Mathematics and Continued Growth: Summit Tahoma demonstrated strong outcomes in Mathematics, with All Students scoring 12.4 points above standard, increasing 20.1 points from the prior year and earning a Blue performance level. This represents significant academic growth and reflects the impact of instructional focus and support in mathematics.
- English Language Arts Achievement: In English Language Arts, All Students performed 63.4 points above standard, maintaining performance with a small 1.2 point decrease and earning a Green performance level. This sustained performance reflects continued strength in our literacy outcomes.
- High Graduation Rates Across Student Groups: Summit Tahoma achieved a 97.0% graduation rate for All Students, maintaining performance and earning a Blue performance level. Student group performance was also strong, including Hispanic students graduating at 97.6% (Blue, declined 2.4%) and Socioeconomically Disadvantaged students at 97.6% (Blue, maintained 0.3%), demonstrating consistent outcomes across groups.
- Strong College and Career Readiness Outcomes: The College and Career Indicator is Blue, with 97.0% of All Students identified as Prepared, maintaining performance with a 0.4% increase. Student group performance includes Socioeconomically Disadvantaged students at 97.6% Prepared (Blue, maintained 0.3%) and Hispanic students at 97.6% Prepared (Green, declined 2.4%), reflecting strong postsecondary readiness outcomes across our campus.

While we are proud of the progress made in several key areas, the 2025 California School Dashboard also highlighted important opportunities for growth. Specifically, our data indicates the need for deeper focus and targeted support in the following areas:

- Suspension Rate Increased with Disparities Across Student Groups: The Suspension Rate Indicator is Orange for All Students at 2.5%, increasing 0.5% from the prior year. Several student groups also experienced higher rates, including Students with Disabilities at 8.0% (Orange, increased 4.1%), Socioeconomically Disadvantaged students at 4.9% (Orange, increased 2.6%), and Hispanic students at 4.5% (Orange, increased 1.0%). In contrast, Asian students and students identifying as Two or More Races both earned Blue performance levels at 0.0% (declined 1.3% and maintained 0.0%, respectively), and White students earned a Green performance level at 1.1% (declined 0.9%).

- English Language Arts Performance Gaps for Hispanic Students: While overall ELA performance remains strong, Hispanic students scored 30.6 points below standard, declining 62.9 points and earning an Orange performance level. This represents a two-level gap compared to All Students (Green) and indicates a need for targeted academic support.
- Mathematics Performance Gaps for Hispanic Students: In Mathematics, Hispanic students scored 73.7 points below standard, declining 3.0 points and earning an Orange performance level, compared to All Students at Blue, representing a significant performance gap of more than two levels. This highlights the need for focused intervention to support our Hispanic students.

Learning Recovery and Emergency Block Grant: Summit Tahoma has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 3. We will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to support targeted academic intervention, instructional coaching, and supplemental learning supports aligned to identified student needs in English Language Arts and Mathematics. These investments are aligned to the allowable uses of LREBG funds by addressing learning recovery through evidence-based academic interventions, expanded instructional supports, and increased access to personalized learning opportunities for students disproportionately impacted by unfinished learning. The selected actions support the school’s identified areas of need reflected in Dashboard performance data, including Mathematics achievement, English Learner Progress, and academic intervention systems, and are intended to accelerate student growth, strengthen instructional consistency, and improve equitable student outcomes.

Summit Tahoma does not receive Equity Multiplier funding.

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

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.

Educational Partner(s)	Process for Engagement
All Educational Partners	In the implementation and ongoing monitoring of the LCAP, Summit Public Schools continued to actively engage key educational partners, including teachers, principals, administrators, school personnel, parents, and students. Building on the foundation established in the first year of our three-year LCAP cycle, this year’s engagement process focused on reflecting on Year 1 and Year 2 outcomes, analyzing California School Dashboard results, and identifying both areas of progress and opportunities for growth as we moved through the 2025–26 school year and planned for 2026-2027. To support this work, we continued to administer targeted LCAP input surveys designed to gather actionable feedback on the effectiveness of current goals, actions, and investments. These surveys were distributed in the spring, allowing stakeholders to reflect on their experiences with implementation and provide informed input on what is working well and where adjustments may be needed. In addition to survey data, Summit facilitated direct engagement opportunities through School Site Councils (SSC) and caregiver groups. These sessions created space for dialogue, enabling participants to share perspectives on student outcomes, discuss the impact of current strategies, and offer recommendations to strengthen implementation moving forward.

Educational Partner(s)	Process for Engagement
	Using this input, school leaders and network staff engaged in structured reflection on progress to date, identifying key insights to guide continuous improvement throughout the year as well as planning for next school year. Findings and proposed refinements were shared through a public hearing process, ensuring transparency and continued partnership with the broader community. This year's engagement process reinforces Summit's commitment to a collaborative and iterative approach to LCAP implementation—one that centers the voices of our community and ensures that our strategies remain responsive to the evolving needs of our students and families.
Families (Caregivers)	Family input continues to be 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.
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 2026

Educational Partner(s)	Process for Engagement
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 LCAP Draft on June 11th with the official approval also taking place on June 11, 2026.

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

Summit Public Schools engaged a broad range of educational partners throughout the development of the 2026–27 Local Control and Accountability Plan (LCAP), including students, families, teachers, school leaders, staff, community members, and advisory groups. Educational partner engagement opportunities included surveys, stakeholder meetings, focus groups, advisory committee meetings, LCAP engagement sessions, and ongoing opportunities for feedback and reflection throughout the school year. Feedback from educational partners highlighted strong appreciation for Summit's continued focus on academic rigor, student-centered learning, college and career readiness, restorative school culture, and personalized student supports. Educational partners also emphasized the importance of maintaining strong systems of academic intervention, strengthening attendance supports, deepening restorative practices, and expanding meaningful college and career-connected learning opportunities for students.

As a result of educational partner feedback, Summit refined several implementation priorities and actions within Goal 1 focused on strengthening academic achievement systems and college and career readiness opportunities. Stakeholder feedback reinforced the importance of creating more aligned and coherent instructional systems that allow educators to more effectively identify learning gaps, personalize instruction, and provide timely intervention supports for students performing below standard. In response, Summit strengthened its Common Core Assessment Plan by deepening collaborative teacher data cycles and reintroducing MAP interim assessments systemwide to provide more actionable and precise information regarding student learning and academic growth. Teachers will continue working in PLC-style collaborative teams to analyze assessment data, identify student needs, and adjust instruction and interventions accordingly.

Educational partner feedback also supported continued refinement of Summit's instructional model and intervention systems to create stronger alignment between Tier 1 core instruction and Tier 2 intervention supports. As a result, Summit will continue implementing high-quality instructional materials across content areas, including Illustrative Mathematics (IM 360), EL Education, Odell Education, and OpenSciEd, while strengthening coherence between intervention tools and core instructional programs. Summit is also refining intervention systems through implementation of Teach to One in mathematics and expanded use of tools such as Course Mojo to support writing development, differentiated instruction, and English Learner supports. These refinements were directly influenced by stakeholder feedback emphasizing the importance of targeted, aligned, and research-based supports that improve student outcomes while reducing fragmentation in instructional delivery.

Educational partners also expressed strong support for expanding meaningful college and career-connected learning opportunities that

increase student engagement and postsecondary readiness. In response, Summit updated Action 1.3 to strengthen the focus of the Expedition Program and career-connected learning pathways. Students will continue participating in internships, dual enrollment opportunities, independent study experiences, and career exploration opportunities designed to build practical skills and college and career readiness. Additionally, Summit is building certificated pathway opportunities across schools, particularly within healthcare pathways, to increase access to industry-recognized certifications and workforce readiness opportunities for students.
Stakeholder feedback related to Goal 2 reinforced the importance of maintaining a safe, inclusive, and relationship-centered school environment while continuing to address attendance and suspension outcomes proactively. Families, staff, and students emphasized the importance of early intervention, relationship-building, restorative approaches, and targeted support systems for student groups disproportionately impacted by chronic absenteeism and suspension outcomes. In response, Summit will continue prioritizing early identification and intervention related to attendance, with increased focus on addressing attendance concerns early in the school year before patterns of chronic absenteeism develop. Summit will also continue strengthening restorative practices and proactive student supports designed to reduce suspension rates and increase student belonging, connectedness, and engagement across school communities.
Educational partner survey and engagement feedback included:

- 93.85% Students responding positively to “I feel Physical safe at school” on student survey
- 88.47% Students responding positively to “I feel emotionally safe at school” on student survey
- 89.23% Students responding positively to “There is at least one adult at my school that I trust" on student survey
- 96.55% of Families responding positively to “I feel my child is physically safe at school”
- 96.55% of Families responding positively to “I feel my child is emotionally safe at school”
- 96.55% of Families responding positively to “I feel connected to my student’s school” and
- 89.66% of Families responding positively to “My student’s school uses my feedback when making decisions”

Overall, educational partner feedback affirmed Summit Public Schools’ continued commitment to rigorous academics, personalized student supports, college and career readiness, restorative school culture, and collaborative continuous improvement. Feedback from students, families, staff, and community members directly informed refinements to instructional systems, intervention supports, attendance strategies, restorative practices, and career-connected learning opportunities reflected within the adopted LCAP.

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 2023 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	Graduates admitted to a 2-year or 4-year college Data Source: Internal Calculations	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%	2025 Graduates All: 100%	Maintain 85% and above for all student groups	+12%
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)	2024 Dashboard All: 97.4% (Blue) Hispanic: 100% (Blue) SED: 97.9% (Blue)	2025 CA School Dashboard: All: 97% (Blue) Hispanic: 97.6% (Blue) SED: 97.6% (Blue)	95% or above	All: +2.7% Hispanic: +3.2% SED: +3.3%
1.3	Priority 1 - Basic: Pupils with access to standards-aligned instructional materials Data Source: School Accountability Report Card (SARC)	23-24: 100%	24-25: 100%	SY 25-26: 100%	100%	No difference
1.4	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-	100% Implementation of State Standards	100% Implementation of State Standards	SY 25-26: 100% Implementation of State Standards	100% Implementation of State Standards	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reflection) Average rating on scale of 1-5 Data Source: Local Indicator Self Reflection Survey					
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%	24-25: 100%	SY 25-26: 100%	100%	No difference
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)	2024 Dashboard All: 64.6 pts above (Green) Hispanic: 32.3 pts above (Blue)	2025 CA School Dashboard: All: 63.4 pts above standard (Green) Hispanic: 30.6 pts below (Orange)	All: 70.6 pts above Hispanic: 38.3 pts above	All: +12.2 pts Hispanic: -38.8 pts
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%	SY 24-25 % Prepared and Prepared with Extra Support All: 93% Asian: 96% Black/African American: * Hispanic: 91% EL: * SED: 91% SWD: 88%	Data not available at time of LCAP submission.	All: 96% Asian: 95% Black/African American: 100% Hispanic: 95% EL: 91% SED: 91% SWD: 92%	Data not available at time of LCAP submission.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	2024 Dashboard All: 7.7 pts below (Green) Hispanic: 70.6 pts below (Yellow)	2025 CA School Dashboard: All: 12.4 pts above standard (Blue) Hispanic: 73.7 pts below (Orange)	All: 1.7 pts below Hispanic: 64.6 pts below	All: +34.3 pts Hispanic: +21.8 pts
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%	SY 24-25 % Prepared and Prepared with Extra Support All: 96% Asian: 96% Black/African American: * Hispanic: 96% EL: * SED: 97% SWD: 97%	Data not available at time of LCAP submission.	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% SWD: Maintain 95% or higher	Data not available at time of LCAP submission.
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%	SY 23-24: All: 45% Asian: 56% Hispanic: 35% SED: 41%	SY 24-25: All: 65% Asian: * Hispanic: 50% SED: 50%	All: 42% Asian: 43% Hispanic: 33% EL: 14% SED: 33% SWD: 25%	All: +28% Asian: Hispanic: +22% EL: NA SED: +22% SWD: NA
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	SBAC 23-24 ELA: 74.49% Met or Exceeded Math: 48.98% Met or Exceeded	2024-25 SBAC: ELA: 65.85% Math: 55.42%	ELA: 71.34% Met or Exceeded Math: 51.95% Met or Exceeded	ELA: +.51% Math: +9.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	2024 Dashboard All: 59.1% Prepared (Green) Hispanic: 51.2% Prepared (Yellow) SED: 48.9% Prepared (Yellow)	2025 CA School Dashboard: All: 97% Prepared (Blue) Hispanic: 97.6% (Green) SED: 97.6% (Blue)	63.5% (High)	+36.5%
1.13	Priority 7 - Course Access: Students meeting UC/CSU A-G requirements (excluding students with modified graduation requirements in an IEP) Data Source: CA School Dashboard Additional Reports	2023: 87.4% A-G Completion	2024 Dashboard: 96.6%	2025 CA School Dashboard All: 96% Asian: 100% Hispanic/Latino: 95.2% White: 89.5% EL: 100% SED: 95.2% SWD: 94.1%	90%	+8.6%
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	2024 Dashboard: 49.7% Making progress	2025 CA School Dashboard: 42.1% Making Progress	35.6% Making Progress	+12.5%
1.15	Priority 4 - Pupil Achievement: English Learner reclassification rate Data Source: Internal Calculations	EOY 2022 - 2023 Data: 19.4%	Data TBD	2025: 17.86%	15% or higher	-1.64

Goal Analysis [2025-26]

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.

During the 2025–26 school year, all actions associated with Goal 1 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained a cohesive and integrated approach to supporting students in developing the skills, knowledge, habits, and sense of purpose necessary for economic empowerment.

A central component of implementation was the continued investment in teacher capacity through comprehensive professional development and coaching systems (Action 1.1). All teachers participated in ongoing training focused on Common Core-aligned instruction, academic interventions, and differentiation strategies, supported by instructional leaders and external partners. New teachers received structured mentorship, while school leaders engaged in coaching cycles to strengthen instructional leadership and ensure alignment across classrooms.

The school implemented a robust system of targeted academic supports through the Student Support Block (Action 1.2), which provided dedicated time during the school day for data-driven intervention and acceleration. During this time, students accessed differentiated supports, including designated English Language Development (ELD), specialized services for students with disabilities, and adaptive interventions using tools such as IXL. Teachers utilized real-time data and structured analysis protocols to identify student needs and assign appropriate supports, ensuring that interventions were responsive and aligned to individual learning goals.

Instructional programming was further strengthened through the integration of Summit's Expeditions program and Habits of Success framework (Action 1.2). Expeditions provided students with opportunities to explore interests, engage in internships, and connect learning to real-world experiences, while the Habits of Success program supported the development of agency, self-direction, and growth mindset across all aspects of the student experience. These structures were reinforced through mentorship, where teachers provided ongoing guidance to students in both academic and postsecondary planning.

College and career readiness supports were implemented through a comprehensive system of mentorship and postsecondary guidance (Action 1.2). Teachers, administrators, and the Director of Postsecondary Pathways collaborated to support students and families through the college application process, including financial aid, college selection, and transition planning. These efforts were designed to ensure that all students, particularly those who are first-generation college-bound, were equipped with the knowledge and resources necessary to pursue postsecondary opportunities.

The school also maintained a strong focus on Tier 1 instruction and curriculum alignment (Action 1.4), ensuring that all students had access to rigorous, standards-aligned instructional materials and learning experiences. This included the continued use and refinement of curriculum aligned to Common Core standards, as well as the integration of adaptive learning tools such as IXL to support personalized learning pathways. External partners were engaged to provide additional coaching and instructional expertise, further strengthening classroom practice.

Assessment systems were implemented consistently through a common assessment plan (Action 1.5), including performance-based projects and content assessments aligned to Common Core standards. Teachers collaborated to design, refine, and calibrate assessments, using student work and data to inform instruction and ensure alignment to learning goals. Dedicated time for assessment analysis and professional learning supported continuous improvement in instructional practices.

To support equitable access to learning, the school expanded opportunities for extended academic engagement (Action 1.6), ensuring that students—particularly those from low-income backgrounds—had access to technology, internet, and academic resources both during and outside of the school day. The Summit Learning Platform was fully implemented and maintained (Action 1.7), enabling teachers to assign work, monitor progress, and provide feedback, while also supporting students in tracking their own learning and goals.

Targeted supports for English Learners were implemented through both integrated and designated ELD instruction (Action 1.8), supported by aligned curriculum and ongoing professional development (Action 1.9). Systems for English Learner identification, assessment, and reclassification were carried out with fidelity (Action 1.10), ensuring compliance and timely support for students. Additional targeted interventions for Long-Term English Learners (Action 1.11) were implemented through data-driven processes that allowed teachers to identify needs and provide structured, small-cycle interventions.

Overall, the implementation of Goal 1 actions was comprehensive and aligned to the intended design. The school successfully maintained integrated systems of instruction, intervention, and student support that promote academic growth, student agency, and college and career readiness, ensuring that all students are supported in developing the skills and dispositions necessary for long-term success.

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

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

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

Overall, the actions implemented under Goal 1 at Summit Tahoma have been highly effective in driving strong academic achievement and postsecondary readiness outcomes for All Students, while highlighting specific subgroup disparities and English Learner progress as areas for continued focus. The school demonstrates exceptional outcomes on key college and career readiness indicators, with a College and Career Indicator (CCI) of 97.0% (Blue), increasing 37 percentage points from the prior year, and a graduation rate of 97.0% (Blue), reflecting consistently strong systems supporting students to graduation and postsecondary success . These outcomes indicate that actions related to postsecondary pathways, individualized supports, and academic planning (Actions 1.6, 1.7) are highly effective.

In English Language Arts, actions have been effective in maintaining strong outcomes overall, though subgroup performance reveals areas for targeted improvement. All students are performing at the Green level, 63.4 points above standard, maintaining performance (+1.2 points) . SBAC proficiency data reflects similarly strong performance, with 65.85% of students meeting or exceeding standards in 2024–25, following a high of 74.49% the prior year. However, subgroup data highlights disparities, particularly for Hispanic students (30.6 points below standard, declining 62.9 points) and Students with Disabilities (86.8 points below standard, declining 74.5 points), indicating that while Tier 1 instruction is effective for many students, it is not yet consistently meeting the needs of all student groups. This suggests that actions related to differentiated instruction, intervention, and data-driven supports (Actions 1.1, 1.4, 1.5) require further refinement to ensure equitable outcomes.

In Mathematics, actions have been highly effective overall, with significant improvement in student outcomes. All students are performing at the Blue level, 12.4 points above standard, increasing by 20.1 points, representing substantial growth and moving above standard for the first time this LCAP cycle. SBAC proficiency increased to 55.42% meeting or exceeding standards in 2024–25, up from 48.98% the prior year, demonstrating strong upward momentum. Subgroup data reflects similar strengths for some groups, including Asian students (85.1 points above standard, +21.3 points) and White students (64.8 points above standard, +37.3 points); however, disparities remain for Hispanic students (73.7 points below standard) and Students with Disabilities (118.4 points below standard, declining 70.4 points). These results indicate that while math instructional systems and supports (Actions 1.2, 1.5) are driving strong overall gains, targeted interventions for specific student groups must be strengthened.

For English Learner Progress (ELPI), outcomes indicate limited effectiveness of current actions and a clear area for growth. English Learners achieved 42.1% making progress, declining by 4.6 percentage points, and did not receive a performance color due to small sample size . While Long-Term English Learners demonstrated relatively stronger outcomes at 50.0% making progress (increasing 4.2 points), overall EL progress remains below the state average and indicates a need for stronger and more consistent implementation of designated and integrated ELD supports (Actions 1.8–1.11).

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.

Through ongoing engagement with educational partners and reflection on Year 2 implementation of our three-year LCAP cycle, we have determined that the current goals, metrics, and actions remain aligned to the needs of our students and school communities. Stakeholder input, coupled with analysis of outcome data, affirms that our strategic priorities continue to be the right focus to drive student success. As we enter the final year of this LCAP cycle, we will not be making significant shifts to our overarching goals or actions. However, in order to deepen our impact and accelerate student outcomes, (for K2, Tam, and Prep — particularly for identified student groups that were Red on the 2025 CA School Dashboard,) we will make targeted adjustments to our instructional practices as outlined below.

Summit is strengthening its Common Core Assessment Plan by deepening the use of collaborative teacher data cycles while reintroducing MAP interim assessments systemwide to provide more precise and actionable data on student learning. Teachers will continue to work in PLC-style teams to analyze common assessment results, identify student needs, and adjust instruction, while MAP assessments will serve as a consistent diagnostic tool across schools to better measure growth and pinpoint skill gaps. Together, these systems create a more coherent approach in which assessment, instruction, and intervention are tightly aligned—enabling educators to more effectively target support, particularly for students performing below standard, and drive continuous improvement in academic outcomes.

Additionally, Summit is refining its instructional approach by strengthening alignment between Tier 1 curriculum and Tier 2 supports to create a more coherent and effective system of teaching and learning. This includes the continued implementation of high-quality instructional materials across content areas, such as Illustrative Mathematics (IM 360) for math, EL Education for middle school ELA, Odell for high school ELA, and OpenSciEd for science, which is moving into full implementation across schools. To better support differentiated instruction and reduce fragmentation, we are transitioning to more tightly aligned intervention tools. In math, Teach to One is being implemented as the primary Tier 2 support, directly aligned to the IM curriculum to enhance coherence and reduce teacher planning burden. In ELA, tools such as Course Mojo are being leveraged to provide personalized writing feedback and strengthen support for English Learners and overall writing development. Collectively, these shifts reflect a move toward an integrated system in which Tier 2 interventions are directly connected to Tier 1 instruction, ensuring more targeted, consistent, and effective support 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.

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.	$141,718.00	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	$172,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		priority needs of students, particularly significant student groups, to foster 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	College and Career Preparedness: Expeditions is a 6 to 7 week program, split into 2-week immersive cycles 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:	$678,956.00	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. Director of Post Secondary Pathways: The 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	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. Adaptive Software Math Integration: We will leverage supplemental intervention math tools 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.	$26,638.00	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 learning and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Projects are evaluated using Cognitive Skill rubrics that were externally validated and developed in partnership with assessment experts at the Stanford Center for Assessment, Learning and Equity (SCALE). Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, clarifying assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning	$44,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Extended Academic Engagement	Extended Academic Engagement: All school work is completed through integrated platforms to support student access and success. 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.	$106,048.00	Yes
1.7	Summit Learning Platform Access and Rostering	Learning Management System(LMS) Access and Rostering: Summit's Data Team provides essential support to school leaders in managing the scheduling process and maintaining updated rosters on the LMS. 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.	$25,541.00	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 Language Development (ELD) Designated Instruction block. Twice a week, all students scoring in Levels 1-3 on the ELPAC, as well as students	$82,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$41,408.00	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.	$2,911.00	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 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	$18,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2023 CA School Dashboard 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% Is SED: 91% Has IEP: 91%	SY 24-25: All: 92.85% Asian: 94.89% Hispanic: 91.01% White: 93.48% Is ELL: NA Is SED: 91.41% Has IEP: 91.58%	SY 25-26 (as of 4/21): All: 92.94% Asian: 95.11% Hispanic: 92.35% White: 93.63% Is ELL: 90.89% Is SED: 92.06% Has IEP: 90.5%	93% for all student groups	All: +0.94% Asian: +0.11% Hispanic: +1.35% White: +2.63% Is ELL: -1.11% Is SED: +1.06% Has IEP: -0.50%
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%	SY 24-25: All: 21.81% Asian: 11.54% Hispanic: 31.51% White: 19.1% Is ELL: NA Is SED: 30.43% Has IEP: 27.85%	SY 25-26 (as of 4/21): All: 17.74% Asian: 11.43% Hispanic: 19.61% White: 18.48% Is ELL: NA Is SED: 25.26% Has IEP: 22.97%	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%	(negative values indicate improvement) All: -1.26% Asian: -0.57% Hispanic: -6.39% White: +3.48% Is ELL: N/A — no 25–26 data listed Is SED: -3.74% Has IEP: +3.97%
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)	2024 Dashboard All: 2% (Yellow) EL: 5.9% (Orange) Hispanic: 3.5% (Yellow) Two or More Races: 0% (Blue)	2025 CA School Dashboard: All: 2.5% (ORange) Hispanic: 4.5% (Orange)	3% or less for all student groups (Green or Blue)	All: +0.4% EL: N/A — no 2025 data listed Hispanic: +1.0% Two or More Races: -2.3% SWD: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 2.3% (Orange) SWD: 4.8% Orange SED: 2.1% (Green) White: 1.1% (Green) Asian: 0% (Blue)	SWD: 3.9% (Green) SED: 2.3% (Yellow) White: 2% (Orange) Asian: 1.3% (Yellow)	2 or More: 0% (Blue) SED: 4.9% (Orange) SWD: 8% (Orange) Asian: 0% (Blue) White: 1.1% (Green)		SED: +2.8% White: 0.0% Asian: 0.0%
2.4	Priority 6 - School Climate: Expulsion Rate Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0% for all significant student groups	SY 25-26: 0% for all significant student groups	Maintain less than 2%	No Difference
2.5	Priority 5 - Pupil Engagement: High school dropout rate Data Source: Internal Calculations	SY 23-24: 0%	SY 23-24 CDE Dataquest: .9%	SY 24-25: 2%	Maintain less than 2%	+2%
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%	SY 24-25 All: 88.18% Hispanic: 85.47% Asian: 86.67% White: 93.82% 2 or More: 93.21% EL: 73.69% SED: 85.27% SWD: 87.3%	SY 25-26 All: 89.23% Hispanic: 81.72% Asian: 98.08% White: 94.66% 2 or More: 90% EL: 75% SED: 91.23% SWD: 97.61%	Maintain 80% or higher for all student groups	All students: +0.23% Hispanic or Latino students: -7.28% Asian students: +2.08% White students: +7.66% 2 or More Races: +3.00% English Learners: -17.00% Socioeconomically Disadvantaged students: +5.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with disabilities: +7.61%
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%	SY 24-25 All: 90.31% Hispanic: 88.89% Asian: 86.67% White: 95.06% 2 or More: 94.28% EL: 100% SED: 90.52% SWD: 87.3%	SY 25-26 All: 93.85% Hispanic: 92.47% Asian: 92.31% White: 96% 2 or More: 96.67% EL: 83.33% SED: 94.73% SWD: 97.62%	Maintain 80% or higher for all student groups	All: +2.85% Hispanic: +2.47% Asian: -0.69% White: +6.00% 2 or More: +4.67% EL: -8.67% SED: +4.73% SWD: +11.62%
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%	SY 24-25 All: 85.75% Hispanic: 85.47% Asian: 88% White: 80.24% 2 or More: 91.43% EL: 89.48% SED: 82.1% SWD: 82.54%	SY 25-26 All: 88.47% Hispanic: 88.17% Asian: 92.31% White: 85.34% 2 or More: 86.67% EL: 83.33% SED: 91.22% SWD: 85.72%	Maintain 80% or higher for all student groups	All: +2.47% Hispanic: +0.17% Asian: +5.31% White: +6.34% 2 or More: +0.67% EL: -12.67% SED: +1.22% SWD: +4.72%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, all actions associated with Goal 2 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained a comprehensive and integrated approach to cultivating a joyful, safe, and inclusive environment that supports students' physical and emotional well-being.

A key component of implementation was the establishment and ongoing support of a positive school culture through tiered behavior systems and dedicated leadership (Action 2.1). The Dean of Culture and Instruction played a central role in leading schoolwide culture initiatives, coaching teachers on creating positive classroom environments, and working directly with students and families to address behavioral needs. This work was reinforced through the continued development of a Multi-Tiered System of Supports (MTSS), with particular emphasis on Tier 2 and Tier 3 interventions to address both academic and social-emotional needs.

Mental and behavioral health supports were implemented through partnerships with external providers (Action 2.1), ensuring that students had access to individual and group counseling services. These services were coordinated with school staff to provide timely referrals, ongoing progress monitoring, and integrated support for students experiencing social-emotional challenges.

The school also implemented a comprehensive attendance improvement strategy (Action 2.2) designed to increase student engagement and reduce chronic absenteeism. This included enhanced communication with families through personalized outreach, the use of real-time attendance tracking tools, and proactive mentorship check-ins. Systems such as the Truancy Tracker enabled early identification of attendance concerns, allowing staff to intervene quickly and provide targeted support. Ongoing data analysis further supported the school's ability to tailor interventions and ensure accurate monitoring of attendance trends.

Efforts to foster inclusion and belonging were implemented through professional development, restorative practices, and community-building initiatives (Action 2.3). Staff participated in ongoing training to strengthen their ability to create inclusive classroom environments and build meaningful relationships with students. Restorative practices were integrated schoolwide to address conflict through dialogue and accountability, supporting a positive and supportive school culture. School leaders provided ongoing coaching and monitoring to ensure consistent implementation, while students and families were engaged through activities and experiences that reinforced a sense of belonging and shared purpose.

Site safety and security systems were also implemented with fidelity (Action 2.4). The school maintained a comprehensive safety plan addressing a range of emergency scenarios, with regular training provided to staff to ensure preparedness. Operations and HR teams collaborated with school leadership to monitor implementation and maintain compliance. In addition, ongoing efforts by the technology and data teams ensured that student information systems remained secure, protecting the privacy and safety of student data.

Overall, the implementation of Goal 2 actions was comprehensive and aligned to the intended plan. The school successfully maintained systems that support a positive school culture, strong student engagement, and a safe and inclusive environment, ensuring that students are able to thrive both academically and socially.

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.

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

The effectiveness of the actions under this goal at Summit Tahoma demonstrates strong overall impact in maintaining a positive and stable school environment, while also highlighting targeted areas for continued growth, particularly in suspension trends and subgroup supports.

Actions related to school culture, restorative practices, and behavioral systems (2.1, 2.3) have been largely effective in maintaining a safe and supportive school environment. The suspension rate is 2.5% (Orange), increasing slightly by 0.5 percentage points. While this represents a modest increase, the rate remains relatively low and below the state average (2.9%), indicating that systems to support student behavior and maintain a positive school climate are generally effective. Additionally, the school maintained 0% expulsions, reinforcing a strong commitment to restorative approaches and keeping students engaged in the school community. This is also evident in our student survey data as shown below:

93.85% Students responding positively to “I feel Physical safe at school” on student survey
88.47% Students responding positively to “I feel emotionally safe at school” on student survey
89.23% Students responding positively to “There is at least one adult at my school that I trust" on student survey

However, subgroup data indicates areas where these actions have been less effective and require continued focus. Suspension rates are higher for certain student groups, including Students with Disabilities (8.0%), Socioeconomically Disadvantaged students (4.9%), and Hispanic students (4.5%), all of which increased from the prior year . These trends suggest that while universal systems are in place, more targeted and differentiated supports are needed to ensure equitable outcomes across student groups.

Attendance-related actions (2.2) demonstrate overall effectiveness and stability. Average Daily Attendance (ADA) remains strong at 92.94%, slightly improving from 92.85% in the prior year, and remains consistent across student groups, including Asian students (95.11%), Hispanic students (92.35%), and socioeconomically disadvantaged students (92.06%). Chronic absenteeism has improved from 21.81% to 17.74%, reflecting a meaningful reduction and progress toward the school’s targets, particularly for Hispanic students (down to 19.61%) and socioeconomically disadvantaged students (down to 25.26%). These improvements indicate that attendance systems and interventions are contributing positively to student engagement.

Overall, the actions under this goal have been effective in maintaining a strong, safe, and engaging school environment, as evidenced by stable attendance, low suspension rates relative to the state, and no expulsions. Moving forward, the focus will be on strengthening targeted behavioral and attendance supports for specific student groups to ensure continued progress and more equitable outcomes across the school community.

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.

As we complete the second year of our current three-year LCAP cycle, Summit will maintain the language of Goal 2—"Summit maintains a joyful school environment that enables students' physical and emotional wellbeing"—along with its associated metrics, targets, and core actions. Given the progress we have seen across key areas such as multi-tiered mental health supports, restorative practices, and a focus on inclusivity and safety, we believe that the goal continues to serve as a strong foundation for fostering a supportive and thriving school culture. Feedback from our educational partners, including students, families, and staff, reinforces the continued alignment of this goal with the community’s priorities and underscores the importance of staying the course as we move into year two.

While no significant shifts will be taking place, the school will continue to prioritize early identification and intervention around attendance, with an increased emphasis on addressing attendance patterns at the beginning of the school year before they develop into chronic absenteeism. In addition, there will be a renewed focus on strengthening restorative practices to further reduce suspension rates and ensure that all students—particularly those in disproportionately impacted student groups—are supported through proactive, inclusive, and

relationship-centered approaches. These targeted refinements will allow the school to build on current progress while continuing to improve outcomes 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.

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 individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.	$196,693.00	Yes
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.	$20,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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	Inclusive and Belonging Practices and Programming	Inclusive and Belonging Practices and Programming: Summit is committed to developing educators who actively cultivate an environment where all individuals feel valued, understood, and supported. This dedication ensures that students, teachers, staff, and caregivers experience a sense of belonging and purpose in our educational community. Our approach focuses on proactive practices that foster growth, understanding, and the creation of meaningful connections across all levels of engagement. Professional Development and Training: Educators participate in ongoing learning experiences designed to enhance their ability to create classrooms where every student is seen and empowered. These sessions emphasize practices that honor diverse perspectives, provide fair access	$36,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to opportunities, and cultivate a strong sense of community. Staff development extends beyond the classroom, fostering both personal and professional growth in applying these principles daily. Restorative Practices Integration: To strengthen relationships and maintain a supportive learning environment, Deans of Culture and Instruction lead initiatives centered on restorative approaches. These strategies focus on preventing conflict escalation, resolving issues through dialogue, and reinforcing accountability within a nurturing framework. By prioritizing connection over punishment, we ensure that students remain engaged and continue their academic journey with confidence. Monitoring and Coaching for Effective Implementation: School leaders play a crucial role in guiding and assessing the integration of these approaches into everyday teaching and interactions. Through observations and coaching, they support educators in adapting their methods to align with the goal of fostering an inclusive and aspirational learning environment. Additionally, restorative practices are continuously evaluated to measure their impact on student behavior and overall school culture. Enriching Experiences for Students and Families: Summit extends its commitment beyond the classroom by providing opportunities for students and caregivers to engage in meaningful experiences that celebrate shared humanity and collective growth. These initiatives encourage active participation in building a school culture that uplifts and empowers every individual to dream, lead, and thrive.		
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.	$41,180.00	No

Action #	Title	Description	Total Funds	Contributing

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 "I feel my child is	SY 23-24: Physically Safe: 93% Emotionally Safe: 86%	SY 24-25 Physically: 90% Emotionally: 86.67%	SY 25-26 Emotional Safety Overall: 96.55%	Maintain 80% or higher for all student groups	+3.55% +.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	physically and emotionally safe at school" on family survey Data Source: Internal Survey			Physical Safety Overall: 96.55%		
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%	SY 24-25: 80%	SY 25-26 Overall: 96.55%	Maintain 80% or higher for all student groups	+22.5%
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%	SY 24-25: 70%	SY 25-26 Overall: 89.66%	70% or higher	+25.66%
3.4	Priority 6 - School Climate: Faculty responding positively to "I feel Physical safe at school" on faculty survey Data Source: Internal Survey	SY 23-24: 91%	SY 24-25: 86.36%	SY 25-26: 90.45%	Maintain 85% and above	-.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	SY 24-25: 77.28%	SY 25-26: 95.24%	Maintain 85% and above	+8.24%
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 as reported on the 23-24 SARC	Good as reported on the 24-25 SARC	Good or Exemplary	No Difference
3.7	Priority 1: Basic: Teachers appropriately credentialed Data Source: Internal Calculations	88.9% Prelinimary + Cleared	SY 24-25: 90.91%	SY 25-26: 90%	100%	+1.1%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, all actions associated with Goal 3 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained strong and cohesive systems to support staff, build effective teams, and foster meaningful partnerships with families and the broader community.

We continued our focus on attracting and retaining highly qualified teachers (Action 3.1). The school implemented a comprehensive hiring process designed to ensure strong alignment between candidates, school culture, and student needs. Annual credential audits were conducted to verify that all teachers were appropriately credentialed and supported in maintaining compliance. In addition, the school began strengthening feedback systems, including exit procedures, to better understand staff experiences and inform strategies to improve retention and workplace satisfaction.

Family and community engagement remained a central priority. The school sustained an active parent organization and hosted a variety of events throughout the year (Action 3.2), including Back to School Night, parent education workshops, college readiness events, and celebrations such as graduation. These events were designed to build relationships, provide families with resources, and increase opportunities for meaningful involvement in the school community. Translation services were provided to ensure equitable access, and feedback was consistently collected to inform continuous improvement. Through the “Interest to Graduation” approach, the school further strengthened partnerships with families by promoting parent leadership and engagement in school decision-making processes.

Mentorship structures continued to play a critical role in connecting students, families, and the school (Action 3.3). At the beginning of the year, mentors met with each student and their family to establish academic and personal goals. Ongoing meetings throughout the year, including targeted check-ins for students needing additional support, ensured that families remained informed and engaged in student progress. The Summit Learning Platform supported this work by providing families with real-time access to student assignments, progress toward goals, and overall academic performance, increasing transparency and strengthening home-school connections.

The Community Engagement Team supported the implementation of comprehensive communication and engagement systems (Action 3.4). This included maintaining multiple communication channels such as newsletters, social media, parent portals, and automated messaging systems to ensure families received timely and accessible information. The team also supported culturally responsive engagement practices, coordinated family leadership opportunities, and facilitated annual parent surveys to gather feedback. Survey results were analyzed and shared with school leadership to inform decision-making and improve school programs. Additionally, the Community Engagement Team supported the facilitation of LCAP stakeholder engagement sessions, ensuring that family voice was incorporated into planning and continuous improvement efforts.

Overall, the implementation of Goal 3 actions was comprehensive and aligned to the intended design. The school successfully maintained strong systems for staff recruitment and retention, fostered collaborative team structures, and deepened family and community partnerships, contributing to a thriving and supportive school environment.

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.

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

The actions and services associated with Goal 3, “Our systems for people, teams, and community are thriving,” were effective in strengthening school culture, family engagement, staff support systems, and communication structures across the school community. Through intentional investments in staff recruitment and retention, family partnerships, mentor systems, and community engagement practices, Summit continued to build systems that foster collaboration, belonging, and shared responsibility for student success.

Action 3.1, Attracting and Retaining Highly Qualified Teachers, supported the school’s progress toward maintaining a qualified and supported instructional staff. Summit continued to implement a robust hiring and credential monitoring process to ensure teachers were appropriately credentialed and aligned to the needs of students and the school community. Ongoing credential audits and support systems helped improve compliance and educator preparedness. Preliminary credentialing data demonstrates growth toward the school's long-term target, with 90% of teachers are appropriately credentialed. Additionally, the school continued to strengthen retention and workplace culture practices through staff support structures, professional collaboration, and reflective feedback processes.

- 96.55% of Families responding positively to “I feel my child is physically safe at school”
- 96.55% of Families responding positively to “I feel my child is emotionally safe at school”
- 96.55% of Families responding positively to “I feel connected to my student's school” and
- 89.66% of Families responding positively to “My student's school uses my feedback when making decisions”

These outcomes demonstrate the effectiveness of schoolwide community-building efforts, culturally responsive communication practices, and opportunities for families to actively engage with the school community.

The school also continued to strengthen systems that engage families as active educational partners from enrollment through graduation. Through parent leadership opportunities, advisory groups, LCAP engagement sessions, and community outreach efforts, families increasingly participated in school governance and school improvement efforts. These systems reinforced Summit's commitment to building inclusive communities centered on student success and belonging.

Action 3.3, Mentor Meetings and Family Access to Learning Management System (LMS), was effective in strengthening communication between students, families, and school staff while increasing transparency around student progress and goal-setting. Beginning-of-year mentor meetings established academic and personal goals for students, while ongoing mentor and family meetings provided individualized support for students needing additional intervention or guidance. Family access to the Learning Management System (LMS) allowed caregivers to monitor student progress, coursework, and annual goals in real time, increasing engagement and shared accountability for student success.

In addition, school climate and staff culture data indicate progress toward creating supportive and collaborative learning and working environments for students, families, and staff. Staff survey data demonstrated progress toward maintaining positive workplace culture and safety conditions, with final 2026 survey results related to physical safety and emotional safety to be available following the submission of our LCAP.

Overall, the actions within Goal 3 were effective in supporting stronger systems for people, teams, and community through increased family engagement, staff support, culturally responsive communication practices, and collaborative structures that promote trust, belonging, and shared responsibility for student achievement and school success.

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.

As Summit enters the third year of its three-year LCAP cycle, no changes will be made to the language of Goal 3, its metrics, targets, or associated actions. The goal—ensuring that our systems for people, teams, and community are thriving—remains aligned with the needs and priorities identified by our educational partners and supported by progress observed in implementation across sites.

While no adjustments are necessary at this time, there will be continued emphasis on the successful rollout, implementation, and ongoing monitoring of our new Learning Management System (LMS). Based on this year’s experience, we recognize the importance of ensuring that families can effectively leverage the LMS as a key tool for supporting their student’s academic progress. As we look to the upcoming year, focused efforts will center on improving the clarity, accessibility, and utility of LMS communications to strengthen family-school partnerships and enhance student success.

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.

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.	$165,666.00	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.	$28,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$53,705.00	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.	$112,892.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276,865	$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
5.830%	0.000%	$0.00	5.830%

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. **Scope:**	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
	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 students, students who are not on track	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
		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:** We continue to see persistent disparities between the academic performance of English learners and low-income students when	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 equitable access to high-quality, Common Core-aligned educational materials and teaching	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

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 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	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.	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 **Need:** We continue to see persistent disparities between the academic performance of English	The Common Core Common Assessment Plan is a crucial part of monitoring the academic performance of Summit, and getting regular assessments of Common Core-aligned Cognitive Skills evaluated using authentic, project-based rubrics helps to quickly identify students who are not on track to be prepared for college without	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

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
	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	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.	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 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	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 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
	show lower rates of preparedness for these subgroups. **Scope:** LEA-wide		
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 compared to their higher-income and English fluent peers. **Scope:**	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
	LEA-wide		
2.3	**Action:** Inclusive and Belonging 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. **Scope:** LEA-wide	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. 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	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
		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 events and increase engagement opportunities. **Scope:** LEA-wide	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 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	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
		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:** 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	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. 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,	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
		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.	

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. 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	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
		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 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 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. 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	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
		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
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	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	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
	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)	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.	

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.

NA - All limited actions have expenditures.

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

2026-27 Total Planned 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	$4,748,974	276,865	5.830%	0.000%	5.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,923,955.00	$14,052.00	$0.00	$57,574.00	$1,995,581.00	$1,570,724.00	$424,857.00

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
1	1.1	Teacher Support and Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,124.00	$29,594.00	$141,718.00				$141,718.00	
1	1.2	Student Support Block	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$155,003.00	$17,649.00	$162,652.00			$10,000.00	$172,652.00	
1	1.3	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$656,604.00	$22,352.00	$624,704.00	$14,052.00		$40,200.00	$678,956.00	
1	1.4	Tier 1 Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,638.00	$26,638.00				$26,638.00	
1	1.5	Common Core Assessment Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,083.00	$0.00	$44,083.00				$44,083.00	
1	1.6	Extended Academic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,048.00	$0.00	$106,048.00				$106,048.00	
1	1.7	Summit Learning Platform Access and Rostering	All	No			All Schools	Ongoing	$0.00	$25,541.00	$25,541.00				$25,541.00	
1	1.8	Integrated and Designated English Language Development Support and Investment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$63,228.00	$19,123.00	$82,351.00				$82,351.00	
1	1.9	English Learner Development Training and Professional Development	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$33,020.00	$8,388.00	$41,408.00				$41,408.00	

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
					Student Group(s)											
1	**1.10**	English Language Learner Identification and Notification Procedures:	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,911.00	$0.00	$2,911.00				$2,911.00	
1	**1.11**	Long-Term English Learners Support and Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$14,273.00	$3,825.00	$18,098.00				$18,098.00	
2	**2.1**	Tiered Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$196,693.00	$0.00	$196,693.00				$196,693.00	
2	**2.2**	Comprehensive Attendance Improvement Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,202.00	$20,202.00				$20,202.00	
2	**2.3**	Inclusive and Belonging Practices and Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,998.00	$5,685.00	$36,683.00				$36,683.00	
2	**2.4**	Site Safety and Security	All	No			All Schools	Ongoing	$6,273.00	$34,907.00	$41,180.00				$41,180.00	
3	**3.1**	Attracting and Retaining Highly Qualified Teachers:	All	No			All Schools	Ongoing	$0.00	$165,666.00	$158,292.00			$7,374.00	$165,666.00	
3	**3.2**	Parent Organization and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,156.00	$0.00	$28,156.00				$28,156.00	
3	**3.3**	Mentor Meetings and Family Access to Summit Learning Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,524.00	$25,181.00	$53,705.00				$53,705.00	
3	**3.4**	Community Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$92,786.00	$20,106.00	$112,892.00				$112,892.00	

2026-27 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
$4,748,974	276,865	5.830%	0.000%	5.830%	$1,698,942.00	0.000%	35.775 %	**Total:**	$1,698,942.00
								LEA-wide Total:	$1,554,174.00
								Limited Total:	$144,768.00
								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	$141,718.00	
1	**1.2**	Student Support Block	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,652.00	
1	**1.3**	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$624,704.00	
1	**1.4**	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,638.00	
1	**1.5**	Common Core Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,083.00	
1	**1.6**	Extended Academic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,048.00	
1	**1.8**	Integrated and Designated English Language	Yes	Limited to Unduplicated	English Learners	All Schools	$82,351.00	

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	$41,408.00	
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,911.00	
1	1.11	Long-Term English Learners Support and Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,098.00	
2	2.1	Tiered Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,693.00	
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,202.00	
2	2.3	Inclusive and Belonging Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,683.00	
3	3.2	Parent Organization and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,156.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,705.00	
3	3.4	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,892.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,129,902.08	$2,067,303.23

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**	Teacher Support and Professional Development:	Yes	$134,712.56	$133,505.03
1	**1.2**	Student Support Block	Yes	$159,174.56	$157,290.23
1	**1.3**	College and Career Preparedness	Yes	$796,335.36	$783,362.18
1	**1.4**	Tier 1 Investment	Yes	$29,020.28	$25,904.43
1	**1.5**	Common Core Assessment Plan	Yes	$45,754.32	$43,046.08
1	**1.6**	Extended Academic Engagement	Yes	$111,677.00	$103,552.16
1	**1.7**	Summit Learning Platform Access and Rostering	No	$24,940.00	$24,939.46
1	**1.8**	Integrated and Designated English Language Development Support and Investment	Yes	$85,233.00	$78,214.61
1	**1.9**	English Learner Development Training and Professional Development	Yes	$43,201.00	$39,421.61
1	**1.10**	English Language Learner Identification and Notification Procedures:	Yes	$2,843.00	$2,842.90

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	1.11	Long-Term English Learners Support and Intervention	Yes	$16,440.00	$16,659.75
2	2.1	Tiered Behavior Support	Yes	$217,724.00	$202,064.69
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	$15,093.00	$15,093.00
2	2.3	Inclusive and Belonging Practices and Programming	Yes	$36,721.00	$35,820.56
2	2.4	Site Safety and Security	No	$59,930.00	$59,820.64
3	3.1	Attracting and Retaining Highly Qualified Teachers:	No	$163,368.00	$160,939.82
3	3.2	Parent Organization and Community Events	Yes	$28,847.00	$27,493.12
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$47,623.00	$47,097.78
3	3.4	Community Engagement Team	Yes	$111,265.00	$110,235.18

2025-26 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)
$267,232	$1,814,548.08	$1,821,603.31	($7,055.23)	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	**1.1**	Teacher Support and Professional Development:	Yes	$134,712.56	$133,505.03		
1	**1.2**	Student Support Block	Yes	$159,174.56	$157,290.23		
1	**1.3**	College and Career Preparedness	Yes	$755,219.36	$783,362.18		
1	**1.4**	Tier 1 Investment	Yes	$29,020.28	$25,904.43		
1	**1.5**	Common Core Assessment Plan	Yes	$45,754.32	$43,046.08		
1	**1.6**	Extended Academic Engagement	Yes	$111,677.00	$103,552.16		
1	**1.8**	Integrated and Designated English Language Development Support and Investment	Yes	$85,233.00	$78,214.61		
1	**1.9**	English Learner Development Training and Professional Development	Yes	$43,201.00	$39,421.61		
1	**1.10**	English Language Learner Identification and Notification Procedures:	Yes	$2,843.00	$2,842.90		
1	**1.11**	Long-Term English Learners Support and Intervention	Yes	$16,440.00	$16,659.75		
2	**2.1**	Tiered Behavior Support	Yes	$191,724.00	$202,064.69		

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)
2	**2.2**	Comprehensive Attendance Improvement Strategy	Yes	$15,093.00	$15,093.00		
2	**2.3**	Inclusive and Belonging Practices and Programming	Yes	$36,721.00	$35,820.56		
3	**3.2**	Parent Organization and Community Events	Yes	$28,847.00	$27,493.12		
3	**3.3**	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$47,623.00	$47,097.78		
3	**3.4**	Community Engagement Team	Yes	$111,265.00	$110,235.18		

2025-26 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)
$4,450,903	$267,232	0%	6.004%	$1,821,603.31	0.000%	40.927%	$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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [*EC* Section 52060(g)] and [*EC* Section 52066(g)] 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) 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;
  - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

    - 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:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.
  - 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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.
  - 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.
  - 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.

- 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.
    - 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.
    - 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - 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.
    - 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, 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.
    - 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.
  - 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.
  - 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.
  - 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.
  - **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

For English Learners and Long-Term English Learners

- 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:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG]()

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the 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:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **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.
    - 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%).
    - 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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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