

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Summit Public School: Shasta		
Contact Name and Title	Caitlyn Herman, Executive Director	Email and Phone	cherman@summitps.org ,

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

At Summit Shasta, we have a diverse student body of 425 students. Our students come from over thirty different middle schools and a wide range of cultural backgrounds. The largest racial and ethnic subgroups at Summit Shasta include Hispanic (27%), White (21%), and Asian (19%) with smaller subgroups of two or more races, African-American, and Pacific Islander. Thirty percent of our students qualify for free and reduced lunch and approximately nineteen percent of our students are first generation for college. Five percent of our students are English language learners and approximately ten percent of our student body qualifies for special education services.

As a school, we offer untracked classes for all students. Every single student exceeds A-G standards, and all of our students take 4 years of science, math, English, and history in addition to a minimum of 2 years of foreign language. Office hours are offered twice a week after school and students receive twice weekly literacy and numeracy interventions based on their reading and math levels. Teachers regularly differentiate in class to support all students with their diverse needs.

Additionally, at Shasta we work to develop our students not only in their academics but also their habits of success. We integrate habits based work into our core classes. Our mentoring program also uses coaching around these habits as a way to make sure that students at Shasta are growing in their ability to self-direct their learning, connect short-term and long-term goals to daily actions and navigate diverse relationships. At Shasta we value secure attachments and knowing every student as we work to make sure that curriculum and instruction are tailored to individual needs and each student's path.

LCAP HIGHLIGHTS

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

Summit Public School: Shasta will continue its focus on personalized learning. This year's LCAP includes increased targeted supports for low-income, English Language Learners and Special Populations. Some of the main highlights are the revamped literacy and math intervention courses which will include updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Additionally, teachers will receive targeted professional development and coaching with a focus on English Language Learners and Special Populations from our Director of Continuous Improvement. A College-Readiness Manager has been added to the team to support students who will be the first in their family to attend college. Finally, a Director of Community Engagement will join the school community to cultivate and develop parent support and leadership and build family engagement in our schools in order to increase awareness and education related to supporting students.

REVIEW OF PERFORMANCE

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

We have identified three areas that are the greatest areas of progress at Summit Public School: Shasta. Those include:

1. Suspension and expulsion rates. At Shasta we have implemented a Restorative Justice model that focuses on knowing students well, proactive circles and a graduated discipline plan. We have found that through additional training and coaching of our teachers, fewer students have been suspended and expelled from the school. More and more students are proactively reaching out to teachers and peers to conflict resolve. This has led to higher retention in our greatest need populations and fewer high-level discipline incidents leading to less time out of class and more focus on every student meeting grade-level readiness and their personal goals.
2. Our access to high-quality curriculum differentiated to meet diverse learner needs. We have continued to refine our curriculum and better align course outcomes to college and career readiness. Our focus on professional development and coaching has meant that teachers are more effective in the classroom and can spend more time differentiating their support so that all students can reach grade-level readiness and their personal goals.
3. Our overall performance on college-bound metrics- college bound rate, CAASPP results: This year we are excited to announce that as of the end of April, 99% of our students have been accepted to at least one four year college. Students were accepted to a variety of private schools and institutions and we received acceptances to all nine branches of the University of California system. This is the first year Summit Shasta has a graduating class and the first college matriculation number will be collected in the fall. In addition, Summit Shasta also ranked in the top 10% in the state of California in both English and Math performance on the CAASPP exam. For the class of 2017, 66% of students met or exceeded the standards in mathematics and 90% of students met or exceeded the standards in english.

GREATEST PROGRESS

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

GREATEST NEEDS

Our greatest need at Summit Shasta is closing the gap with our students in math. Last year 55% of our students met level 3 and 4 on the CAASPP exam for math. This year we predict similar performance from the class of 2018. While we have a number of interventions in place and targeted plans for intervention, we still have work to do to make sure that all students have a pathway out of remediation in college and to meet grade-level readiness at the end of the year. We are aligning our assessments and curriculum more closely with the way that our students’ understanding will be measured is key to setting them up for success.

We are going to continue to work on our student perception of being physically and emotionally safe at school. During the 2017-2018 school year we will continue to train strengthen our mentoring program by focusing on restorative practices.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

N/A

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

This year’s LCAP includes increased targeted supports for low-income, English Language Learners and Special Populations. Some of the main highlights include the revamped literacy and math intervention courses which will include updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Additionally, teachers will receive targeted professional development and coaching with a focus on English Language Learners and Special Populations from our Director of Continuous Improvement. A College-Readiness Manager has been added to the team to support students who will be the first in their family to attend college. Also, a Director of Community Engagement will join the school community to cultivate and develop parent support and leadership and build family engagement in our schools in order to increase awareness and education related to supporting students.

We are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to build relationships and preempt minor disciplinary infractions. By improving the structure, programming, and support for their work we believe that will have the greatest benefit on the students who do not feel connected to school at this time.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,531,468

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$965,982

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff’s compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit’s guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

\$3,638,133

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

Goal 1	All students will graduate college-ready.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Basic: Teachers appropriately credentialed: 100%
Basic: Pupils with access to standards-aligned instructional materials: 100%
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 75%
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 60%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 35%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 35%
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Math: (MIDDLE SCHOOL SPECIFIC): NA
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Reading: (MIDDLE SCHOOL SPECIFIC): NA
Pupil Achievement: Students admitted to a 4 year college: 95%

ACTUAL

Basic: Teachers appropriately credentialed: 81%
Basic: Pupils with access to standards-aligned instructional materials: 100%
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 79%
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 66%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 90%
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 66%
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Math: (MIDDLE SCHOOL SPECIFIC): NA
Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Reading: (MIDDLE SCHOOL SPECIFIC): NA
Pupil Achievement: Students admitted to a 4 year college: NA

Pupil Achievement: EL Students reclassified to English Proficient: 3%
 Pupil Achievement: Average number of years before EL students are reclassified: 2 YRS
 Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 60%
 Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 40%
 Pupil Engagement: School absenteeism rate: 6%
 Pupil Engagement: Chronic absenteeism rate: 15%
 Pupil Engagement: Middle school dropout rate: NA
 Pupil Engagement: High school dropout rate: 5%
 Pupil Engagement: High school graduation rate: 93%
 Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED): 100%

Pupil Achievement: EL Students reclassified to English Proficient: 0%
 Pupil Achievement: Average number of years before EL students are reclassified: NA
 Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: NA
 Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 54%
 Pupil Engagement: School absenteeism rate: 4.92%
 Pupil Engagement: Chronic absenteeism rate: 7.55%
 Pupil Engagement: Middle school dropout rate: NA
 Pupil Engagement: High school dropout rate: NA
 Pupil Engagement: High school graduation rate: NA
 Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED): 100%

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

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

ACTUAL

Implemented as described.

about the requirements for keeping their credential current. Summit Public Schools will have 100% of their core subject, college preparatory teachers be state defined highly qualified teachers, or will have expanded recruitment and retention programs to reach that goal in the future. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.

BUDGETED
 \$30,017 Funding source: LCFF Base : 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL
 \$30,008 Funding source: LCFF Base Exp. Code: 5000-5999: Services And Other Operating Expenditures

Expenditures

Action

2

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

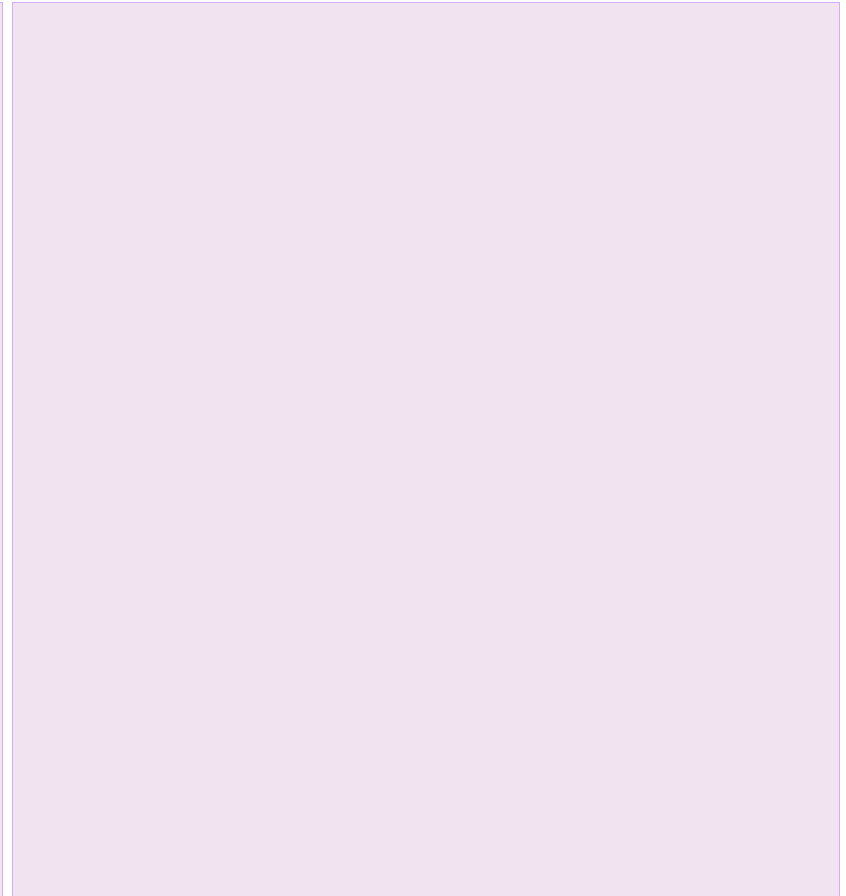
ACTUAL
 Implemented as described.

Actions/Services

literacy and numeracy.

Assessments planned include the following (this list is not exhaustive):

- SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)
- NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.
- ACT EPAS - College readiness pre-assessment
- AAPPL - Spanish proficiency



BUDGETED

\$16,367 Funding source: LCFF Base : \$10,353 1000-1999: Certificated Personnel Salaries \$4,437 3000-3999 Certificated Personnel Benefits \$1,577 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$17,088 Funding source: LCFF Base : \$10919 1000-1999: Certificated Personnel Salaries \$5165 3000-3999: Certificated Personnel Benefits \$1004 5000-5999: Services And Other Operating Expenditures

Expenditures

Action

3

Actions/Services

PLANNED
 Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.

ACTUAL
 Implemented as described.

Expenditures

BUDGETED
 \$7,280 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$5,096 1000-1999: Certificated Personnel Salaries \$2,184 3000-3999 Certificated Personnel Benefits

ESTIMATED ACTUAL
 \$4,316 Funding source: LCFF S+C, LCFF Base : \$2068 2000-2999: Classified Personnel Salaries \$886 3000-3999 Classified Personnel Benefits \$1363 5000-5999: Services And Other Operating Expenditures

Action

4

Actions/Services

PLANNED
 Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy

ACTUAL
 Implemented as described.

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

BUDGETED

\$16,445 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$5,096 1000-1999: Certificated Personnel Salaries \$2,184 3000-3999 Certificated Personnel Benefits \$9,165 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$12,049 Funding source: LCFF S+C, LCFF Base : \$2068 2000-2999: Classified Personnel Salaries \$886 3000-3999 Classified Personnel Benefits \$9095 5000-5999: Services And Other Operating Expenditures

Expenditures

Action

5

PLANNED

Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and

ACTUAL

Implemented as described.

Actions/Services

internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.

BUDGETED
 \$55,480 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$38,836 1000-1999: Certificated Personnel Salaries \$16,644 3000-3999 Certificated Personnel Benefits

ESTIMATED ACTUAL
 \$93,605 Funding source: LCFF S+C, LCFF Base : \$65,523 1000-1999: Certificated Personnel Salaries \$28,081 3000-3999 Certificated Personnel Benefits

Expenditures

Action

6

PLANNED
 Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes: Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.
 1. Students have a chance to explore non-academic passions.
 2. Students have a chance to seek volunteer

ACTUAL
 Implemented as described.

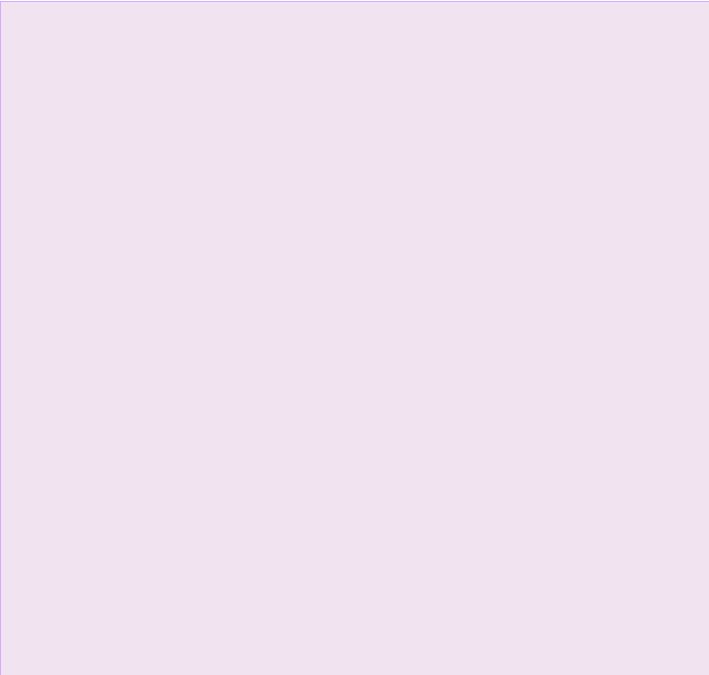
Actions/Services

Expenditures

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

Additionally, the Expeditions will program will be working to integrate themselves into the personalized learning platform to give students a more cohesive experience when transitioning in and out of Expeditions periods.



BUDGETED
 \$363,870 Funding source: LCFF Supplemental and Concentration, LCFF Base : 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL
 \$363,870 Funding source: LCFF S+C, LCFF Base Exp. Code: 5000-5999: Services And Other Operating Expenditures

Action

7

Actions/Services

PLANNED
 Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach

ACTUAL
 Implemented as described.

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

BUDGETED

\$47,641 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$14,090 1000-1999: Certificated Personnel Salaries \$6,039 3000-3999 Certificated Personnel Benefits \$27,512 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$39,074 Funding source: LCFF S+C, LCFF Base : \$9,370 1000-1999: Certificated Personnel Salaries \$4,016 3000-3999 Certificated Personnel Benefits \$25,688 5000-5999: Services And Other Operating Expenditures

Expenditures

Action

8

PLANNED

Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as

ACTUAL

Implemented as described.

Actions/Services

part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning



Expenditures

BUDGETED

\$40,578 Funding source: LCFF Base : \$28,405 1000-1999: Certificated Personnel Salaries \$12,173 3000-3999 Certificated Personnel Benefits

ESTIMATED ACTUAL

\$43,432 Funding source: LCFF Base : \$30,402 1000-1999: Certificated Personnel Salaries \$13,030 3000-3999 Certificated Personnel Benefits

Action

9

Actions/Services

PLANNED

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

1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program

ACTUAL

Implemented as described.

can be found later in this document.

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

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

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

BUDGETED

\$27,090 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$10,351
 1000-1999: Certificated Personnel Salaries \$4,436
 3000-3999 Certificated Personnel Benefits \$12,303
 5000-5999: Services And

ESTIMATED ACTUAL

\$62,043 Funding source: LCFF S+C, LCFF Base : \$36,301
 1000-1999: Certificated Personnel Salaries \$15,557
 3000-3999 Certificated Personnel Benefits \$10,185
 5000-5999: Services And Other Operating Expenditures

Expenditures

Other Operating Expenditures

Action

10

Actions/Services

PLANNED

Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is in the beginning stages of building a cohesive program to help students grow their habits of success.

ACTUAL

Implemented as described.

Expenditures

\$37,030 Funding source: LCFF Supplemental and Concentration, LCFF Base : \$23,413 1000-1999: Certificated Personnel Salaries \$10,034 3000-3999 Certificated Personnel Benefits \$3,583 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$8,297 Funding source: LCFF S+C, LCFF Base : \$4,022 1000-1999: Certificated Personnel Salaries \$1,724 3000-3999 Certificated Personnel Benefits \$2,551 5000-5999: Services And Other Operating Expenditures

Action

11

Actions/Services

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

ACTUAL
 Implemented as described.

Expenditures

BUDGETED
 \$12,860 Funding source: LCFF Base : \$2,902 1000-1999: Certificated Personnel Salaries \$1,244 3000-3999 Certificated Personnel Benefits \$8,715 2000-2999: Classified Personnel Salaries

ESTIMATED ACTUAL
 \$10,866 Funding source: LCFF Base : \$909 1000-1999: Certificated Personnel Salaries \$390 3000-3999 Certificated Personnel Benefits \$9,567 2000-2999: Classified Personnel Salaries

Action

12

Actions/Services

PLANNED
 Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions challenges, implemented using the same methodologies as the regular school year.

ACTUAL
 Implemented as described.

Expenditures

BUDGETED

\$18,304 Funding source: LCFF Supplemental and Concentration, LCFF Base, Majority of actual program costs funded by private funding : \$12,813 1000-1999: Certificated Personnel Salaries \$5,491 3000-3999 Certificated Personnel Benefits

ESTIMATED ACTUAL

\$4,504 Funding source: LCFF S+C, LCFF Base, Majority of actual program costs funded by private funding : \$3,153 1000-1999: Certificated Personnel Salaries \$1,351 3000-3999 Certificated Personnel Benefits

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All students participate in the Summit Learning Platform which allows them to access multiple resources to help them build their Common Core cognitive skills and foundational content knowledge to be successful on long-term projects and content specific assessments. Each student has a mentor who helps students monitor their academic goals and uses appropriate strategies when goals are not met. During Personalized Learning Plan meetings in the fall and the spring students discussed their goals with their mentor and parents and used this information to drive their daily actions which include school attendance, academic outcomes and growth in social emotional learning.

Programs such as Summit Reads and Summit Solves are meant to support ELA and math literacy so that all students can show growth in these areas. Our Summit Reads and Summit Solves classes were designed based upon student achievement in cognitive skills in the previous year and NWEA MAP results in the fall. We then used that information to tailor supports for students on the SBAC as well as on the EAP assessment for 12th graders. All instructors continuously participate in professional development to help them improve their teaching of cognitive skills to students with a variety of reading and math levels.

Our college readiness curriculum provided the foundation for students to be able to apply to best-fit colleges for the 2016-2017 school year. Additionally, this year we implemented an HCC curriculum that worked to specifically teach and model habits, community and culture related skills including self-directed learning and relationship skills. This program was intended to help students feel a sense of belonging and connection to the school.

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

Excitingly, 100% of our students have been accepted to at least one four year-college and all students are on track to graduate in June of 2017. We still see gaps in the number of students who are college and career ready as evidenced by our EAP number. Our biggest growth area is in math and has lead us to continue to think about the efficacy of our math curriculum as well as the efficacy of our Summit Solves program.

We also struggled with some of our students who are chronically absent. Even though we do not have a big truant problem, we are working with some of our families who are excusing absences to make sure that we are all supporting student success and goals. We have used our mentor relationships, student services and our truancy program to try and support students and their families in meeting attendance targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The Summit Reads difference in expenditures is due to an overestimation of pay to employees teaching the course than what these employees were actually paid.

The extended school day variance is explained by teachers dedicating more time each week hosting office hours and directly working with students than initially estimated.

The difference in the expenditures for the College Process Support action is attributed to mentors spending significantly more time supporting 11th and 12th grade students with the college application process and support with providing resources for families to understand and utilize.

The Habits of Success course variance is attributed to more time expended by teachers when computing projections prior to the implementation during the school year.

The Summer of Summit program is being altered for the coming school year and significantly less time was expended from school leaders on this service.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as

The school did not reach its reclassification goal of 3%. Therefore, additional supports for our ELL population are added to this year's LCAP by way of the improved literacy and math intervention courses and the addition of a College-Readiness Manager and a Director of Continuous Improvement. These changes can be found in Actions 3, 4, 7, 8, 9, and 10 of our college readiness goal.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School Climate: Parents/Families having a family meeting with student's mentor: 100%

School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 80%

Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 63%

Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 85%

Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." 85%

Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 85%

Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 85%

Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 82%

Parental Involvement: At least one parent sign up for the Parent

ACTUAL

School Climate: Parents/Families having a family meeting with student's mentor: 100%

School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 76%

Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 54%

Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 87%

Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." 84%

Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 88%

Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 86%

Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 83%

Parental Involvement: At least one parent sign up for the Parent

Ambassador Institute: Y

Ambassador Institute: Y

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED
 Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Chief External Relations Officer to support family engagement and communications.

ACTUAL
 Implemented as described.

Expenditures

BUDGETED
 \$3,795 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL
 \$5,707 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures

Action

2

Actions/Services

PLANNED
 Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations

ACTUAL
 Implemented as described.

Expenditures

BUDGETED
 \$23,340 Funding Source: LCFF Base Exp.Code: \$14,347 1000-1999: Certificated Personnel Salaries \$6,149 3000-5399: Certificated Personnel Benefits \$2,844 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL
 \$16,231 Funding Source: Exp.Code: \$9148 1000-1999: Certificated Personnel Salaries \$3921 3000-5399: Certificated Personnel Benefits \$3162 5000-5999: Services And Other Operating Expenditures

Action

3

Actions/Services

PLANNED
 Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant

ACTUAL
 Implemented as described.

access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records that we will pilot publishing to families.

BUDGETED

\$2,473 Funding Source:
 LCFF Base Exp.Code: \$444
 1000-1999: Certificated Personnel Salaries \$1,840
 2000-2999: Classified Personnel Salaries \$190
 3000-3999: Certificated Personnel Benefits

ESTIMATED ACTUAL

\$3,189 Funding Source: LCFF Base Exp.Code: \$370
 1000-1999: Certificated Personnel Salaries \$2660
 2000-2999: Classified Personnel Salaries \$159
 3000-3999: Certificated Personnel Benefits

Expenditures

Action

4

PLANNED

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

ACTUAL

Implemented as described.

Actions/Services

BUDGETED

\$12,675 Funding Source:

ESTIMATED ACTUAL

\$13,607 Funding Source: LCFF Base Exp.Code:

Expenditures

LCFF Base Exp.Code: \$8,872
1000-1999: Certificated
Personnel Salaries \$3,802
3000-3999: Certificated
Personnel Benefits

\$9525 1000-1999: Certificated Personnel Salaries
\$4082 3000-3999: Certificated Personnel Benefits

Action

5

PLANNED

Communication
Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and

ACTUAL

Implemented as described.

Actions/Services

Expenditures

Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.

BUDGETED

\$48,831 Funding Source:
LCFF Base Exp.Code:
\$12,163 1000-1999:
Certificated Personnel
Salaries \$3,570 2000-2999:
Classified Personnel Salaries
\$5,213 3000-3999:
Certificated Personnel
Benefits \$27,885 5000-5999:
Services And Other Operating
Expenditures

ESTIMATED ACTUAL

\$38,004 Funding Source: LCFF Base Exp.Code:
\$7535 1000-1999: Certificated Personnel Salaries
\$4050 2000-2999: Classified Personnel Salaries
\$3229 3000-3999: Certificated Personnel Benefits
\$23189 5000-5999: Services And Other Operating
Expenditures

Action

6

Actions/Services

PLANNED

Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback

ACTUAL

Implemented as described.

	sessions, depending on needs and topics of interests for the school	
Expenditures	<p>BUDGETED</p> <p>\$10,495 Funding Source: LCFF Base Exp.Code: \$247 1000-1999: Certificated Personnel Salaries \$106 3000-3999: Certificated Personnel Benefits \$10,142 5000-5999: Services And Other Operating Expenditures</p>	<p>ESTIMATED ACTUAL</p> <p>\$11,754 Funding Source: LCFF Base Exp.Code: \$260 1000-1999: Certificated Personnel Salaries \$112 3000-3999: Certificated Personnel Benefits \$11382 5000-5999: Services And Other Operating Expenditures</p>

Action

7

	<p>PLANNED</p> <p>Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions.</p>	<p>ACTUAL</p> <p>Implemented as described.</p>
Actions/Services		
Expenditures	<p>BUDGETED</p> <p>\$29,149 Funding Source: LCFF Base Exp.Code: \$2,472 1000-1999: Certificated Personnel Salaries \$1,059 3000-3999:</p>	<p>ESTIMATED ACTUAL</p> <p>\$23,203 Funding Source: LCFF Base Exp.Code: \$2603 1000-1999: Certificated Personnel Salaries \$1115 3000-3999:</p>

Certificated Personnel Benefits \$25,618 5000-5999: Services And Other Operating Expenditures

Certificated Personnel Benefits \$19484 5000-5999: Services And Other Operating Expenditures

Action

8

Actions/Services

PLANNED

Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.

ACTUAL

Implemented as described.

Expenditures

BUDGETED

\$300 Funding Source: LCFF S+C Exp.Code: 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$300 Funding Source: LCFF Supplemental and Concentration Exp.Code: 5000-5999: Services And Other Operating Expenditures

Action

9

Actions/Services

PLANNED

Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.

ACTUAL

Implemented as described.

Expenditures

BUDGETED

\$3,356 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating

ESTIMATED ACTUAL

\$3,696 Funding Source: LCFF Base Exp.Code:

Expenditures	5000-5999: Services And Other Operating Expenditures
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Action

10

Actions/Services

<p>PLANNED</p> <p>Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit</p>	<p>ACTUAL</p> <p>Implemented as described.</p>
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Expenditures

<p>BUDGETED</p> <p>\$2,237 Funding Source: LCFF Base Exp.Code: \$1,566 1000-1999: Certificated Personnel Salaries \$671 3000-3999: Certificated Personnel Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$2,231 Funding Source: LCFF Base Exp.Code: \$1562 1000-1999: Certificated Personnel Salaries \$669 3000-3999: Certificated Personnel Benefits</p>
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Action

11

Actions/Services

<p>PLANNED</p> <p>Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.</p>	<p>ACTUAL</p> <p>Implemented as described.</p>
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Expenditures

<p>BUDGETED</p> <p>\$9,999 Funding Source: LCFF Base Exp.Code:</p>	<p>ESTIMATED ACTUAL</p> <p>\$10,996 Funding Source: LCFF Base</p>
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\$444 1000-1999: Certificated Personnel Salaries \$190 3000-3999: Certificated Personnel Benefits \$9,365 5000-5999: Services And Other Operating Expenditures

Exp.Code: \$0 1000-1999: Certificated Personnel Salaries \$0 3000-3999: Certificated Personnel Benefits \$10,996 5000-5999: Services And Other Operating Expenditures

Action

12

Actions/Services

PLANNED

Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

ACTUAL

Implemented as described.

Expenditures

BUDGETED

\$7,748 Funding Source: LCFF Base Exp.Code: \$206 1000-1999: Certificated Personnel Salaries \$1,210 2000-2999: Classified Personnel Salaries \$88 3000-3999: Certificated Personnel Benefits \$6,243 5000-5999: Services And Other Operating Expenditures

ESTIMATED ACTUAL

\$7,621 Funding Source: LCFF Base Exp.Code: \$217 1000-1999: Certificated Personnel Salaries \$0 2000-2999: Classified Personnel Salaries \$93 3000-3999: Certificated Personnel Benefits \$7311 5000-5999: Services And Other Operating Expenditures

Action

13

Actions/Services

PLANNED

Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build

ACTUAL

Implemented as described.

Expenditures

community & culture, communicate key information, and be a resource for the parent group members

BUDGETED

\$3,094 Funding Source: LCFF Base
Exp.Code: \$453 1000-1999: Certificated
Personnel Salaries \$194 3000-3999:
Certificated Personnel Benefits \$2,447 5000-
5999: Services And Other Operating
Expenditures

ESTIMATED ACTUAL

\$3,339 Funding Source: LCFF Base Exp.Code:
\$477 1000-1999: Certificated Personnel Salaries
\$205 3000-3999: Certificated Personnel Benefits
\$2657 5000-5999: Services And Other Operating
Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Each student receives a Personalized Learning Plan meeting at the start of each school year in which the mentor, student, and family meet to discuss academic goals for the school year and the ways everyone will help make the goals a reality. Parents are also invited to attend school events such as Back to School, parent education nights, celebrations of learning, and college nights so that they have a better understanding of our systems and how they can support their student be more college-ready from home. Parents and faculty are also invited to complete a survey twice a year in which they express their views on our academic model and our school climate. A weekly parent newsletter and faculty inform is emailed to families and staff each week so that they are informed of school happenings, our school's goals and visions, and our progress on meeting our vision.

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

Our Fall was heavy with events designed to support parents' engagement with their students' education at our school. Our back to school night and Personalized Learning Plan trainings were supported by generally increased teacher-family contacts. In the Fall and throughout the year, faculty have participated in professional development designed to improve communication between teachers and families. Anecdotally, we have received positive feedback from families for increased faculty-family engagement this year.

Our Parent Education Night series expanded substantially this year, with many highly-attended events. Some sessions were produced and developed by faculty (covering topics such as youth/adolescent development, our Habits, Community and Culture Program, supporting your student at Shasta) and other sessions brought in external experts or resources (such as Project Cornerstone or the film "Screenagers"). The feedback from families is positive. We are developing events next fall focused on family feedback from this year, including digital/online safety.

Our parent organization has been focusing on increasing its structure this year. We have developed regular meeting structures for both the parent organization leadership and the broader parent organization. Our parent organization has worked on involving mentor group parent leads to lead more outside-of-school community building activities.

Given that all of our expected outcomes were met or exceeded, our services/actions for goal 2 are highly effective. Work does have to be continued so that parents continue to be partners in their student's educational program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The difference in the Increased Family Engagement personnel resources is attributed to more time being spent from the Director and Manager of Family Engagement on family engagement activities than initially estimated.

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

As a school we still need to work on the statement: "My school uses my feedback when making decisions." This continues to be the statement where we score lowest on the parent survey Therefore, we will be adding a Director of Community Engagement to the team who will focus on community outreach, especially for our unduplicated populations. This addition to the LCAP can be found in Action 1 of this goal.

Goal 3

All community members feel safe at school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%
Basic: Complaints about facilities repairs: NA
School Climate: Pupil Suspension Rate: 3%
School Climate: Pupil Expulsion Rate: 1%
School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey: 90%
School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey: 90%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”: 3.45%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”: 4.3%

ACTUAL

Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%
Basic: Complaints about facilities repairs: NA
School Climate: Pupil Suspension Rate: NA
School Climate: Pupil Expulsion Rate: NA
School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey: 88%
School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey: 89%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”: 4.16%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”: 4.4%

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “I can usually be myself around other students at this school.”: 4.15%

School Climate: Students responding “No” to “During this school year, have other students harassed or bullied you?” on YouthTruth survey: 75%

School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey: 85%

School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey: 85%

School Climate: Required drills completed:100%

School Climate: Information security breaches addressed with 24 hours: 100%

Safety inspection completed? Y

School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “I can usually be myself around other students at this school.”: NA

School Climate: Students responding “No” to “During this school year, have other students harassed or bullied you?” on YouthTruth survey: NA

School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey: 77.3%

School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey: 77.3%

School Climate: Required drills completed: 100%

School Climate: Information security breaches addressed with 24 hours: 100%

Safety inspection completed? Y

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days. This work will be supported by a new Summit Public Schools

ACTUAL

Implemented as described.

position specifically focused on researching and implementing best practices of restorative justice.

BUDGETED
\$6,992 Source: LCFF Base, LCFF S+C Exp. Code: \$4,894 1000-1999: Certificated Personnel Salaries \$2,098 3000-3999: Certificated Personnel Benefits

ESTIMATED ACTUAL
\$7,426 Funding Source: LCFF Base, LCFF S+C Type Expense: \$5198 1000-1999: Certificated Personnel Salaries \$2228 3000-3999: Certificated Personnel Benefits

Expenditures

Action

2

PLANNED
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will

ACTUAL
Implemented as described.

Actions/Services

be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.

BUDGETED
 \$1,504 Source: LCFF Base Exp. Code: \$1,053 1000-1999: Certificated Personnel Salaries \$451 3000-3999: Certificated Personnel Benefits

ESTIMATED ACTUAL
 \$1,609 Funding Source: LCFF Base Type Expense: \$1126 1000-1999: Certificated Personnel Salaries \$483 3000-3999: Certificated Personnel Benefits

Expenditures

Action

3

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

ACTUAL
 Implemented as described.

Actions/Services

BUDGETED
 \$3,394 Source: LCFF Base Exp. Code: \$2,376 1000-1999:

ESTIMATED ACTUAL
 \$3,650 Funding Source: LCFF Base Type Expense: \$2555 1000-1999: Certificated Personnel Salaries

Expenditures

Certificated Personnel Salaries
\$1,018 3000-3999: Certificated
Personnel Benefits

\$1095 3000-3999: Certificated Personnel Benefits

Action

4

PLANNED

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

ACTUAL

Implemented as described.

Actions/Services

BUDGETED

\$13,175 Source: LCFF Base Exp. Code: \$9,222 1000-1999: Certificated Personnel Salaries \$3,952 3000-3999: Certificated Personnel Benefits

ESTIMATED ACTUAL

\$2,758 Funding Source: LCFF Base Type Expense: \$106 1000-1999: Certificated Personnel Salaries \$45 3000-3999: Certificated Personnel Benefits \$2607 5000-5999: Services And Other Operating Expenditures

Expenditures

Action

5

Actions/Services

PLANNED
 Culture, Habits and Community Teacher: We have recognized a need to build our current Community Time curriculum into a more robust student experience that emphasizes our values of Restorative Justice and Cultural Responsiveness. We will add a new teaching role to campuses that will build capacity to both design and teach a course on Culture, Habits and Community. The Community Teacher will support our students to proactively contribute to a campus that is physically and emotionally safe. The Community Teacher will also provide support for proactive positive culture building among the school community.

ACTUAL
 Implemented as described.

Expenditures

BUDGETED
 \$10,400 Source: LCFF Base Exp. Code: \$7,280 1000-1999: Certificated Personnel Salaries \$3,120 3000-3999: Certificated Personnel Benefits

ESTIMATED ACTUAL
 \$8,800 Funding Source: LCFF Base Type Expense: \$6160 1000-1999: Certificated Personnel Salaries \$2640 3000-3999: Certificated Personnel Benefits.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This year, teachers received training in restorative justice during new faculty orientation and throughout the year in professional development. Training included coaching on holding restorative circles, use of proactive restorative language in the classroom, and methods of de-escalation in the classroom. Teachers were also trained on when a situation should be brought to the attention of school leadership so appropriate conversations can take place. Frequently, these circles offer an opportunity to clarify reintegration norms and expectations.

Faculty continued to hold weekly check-ins with all students in their mentor groups to check-in on both academic progress and for social-emotional support. Mentors are a student's primary support on campus and through these check-ins mentors can identify and address many emotional and physical concerns during the year.

We partnered this year with the Summit Public Schools facilities team this year to immediately address any facility issues or concerns. Additional fencing and gates were added for extra security and faculty were assigned monitoring duties inside and outside of classrooms during unstructured break and lunch times. We continue to partner with the technology team at Summit Public Schools to ensure digital and cyber-safety on campus. We have strong firewalls in place on campus and we regularly block unsafe or questionable sites.

To monitor physical and emotional safety on campus, school surveys are given twice a year to both students and faculty. Stakeholders are able to anonymously complete the survey to ensure to allow for the most accurate data on community safety.

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

Our restorative justice program has led to a stronger feeling of community than we have experienced among students before. We have been working on intentionally and proactively building positive relationships among students and between students and faculty. The 10-minute check-ins every Friday between the student and mentor teacher fosters strong relationships. We have focused on building community within grade levels. While we still have work to do in bringing our very diverse community together, we are noticing a stronger sense of support. That sense of community has led to stronger answers from students on internal measures of community, exceeding the goals in the LCAP.

As noted in prior sections, we are working to better integrate our Habits, Community and Culture curriculum across our school day next year.

We are working to develop both a student and parent education program for digital safety to help students better navigate their digital worlds and help parents better understand the challenges their students are facing online.

We have conducted all emergency drills prior to the deadline and successfully completed drills for earthquake, fire, and active shooter. We conduct regular on-site audits to ensure that we are compliant with all campus safety measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. The Information Safety Project required substantially less time expended from the Director of Cyber Safety than initially expected.

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

No changes to this goal.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Summit Shasta met with parents, students, and staff in March 2017 to review the 16-17 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through loudspeaker announcements, phone calls, announcements on the school website, emails, text, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening. During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 16-17 LCAP Annual Update and the 17-18 LCAP. Community members who could not attend the meetings were able to download the materials from the website and share their input virtually with the school leaders. All subgroups were represented and Spanish translations were provided.

IMPACT ON LCAP AND ANNUAL UPDATE

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

These consultations provided a significant amount of affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. Specifically, community members expressed a need to improve our Intervention courses which led to improved literacy and math curriculum. Additionally, stakeholders discussed the need to not only attract high-quality staff but an increased effort to retain these employees from year to year. We will be expanding our support of teachers through targeted coaching and professional growth opportunities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	All students will graduate college-ready.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Teachers appropriately credentialed:	81%	100%		
Basic: Pupils with access to standards-aligned instructional materials:	100%	100%		
Implementation of State Standards &	79%	75%		

Other Pupil Outcomes: Students on-track for Common Core cognitive skills:				
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills:	66%	62%		
<p>Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA</p> <p>Sub-group - Asian - Students scoring Proficient or higher on SBAC on ELA</p> <p>Sub-group - Hispanic - Students scoring Proficient or higher on SBAC on ELA</p> <p>Sub-group - White - Students scoring Proficient or higher on SBAC on ELA</p>	<p>All Students: 90%</p> <p>Asian Students: 96%</p> <p>Hispanic Students: 85%</p> <p>White Students: 100%</p> <p>Two or more races Students: 83%</p> <p>Economically Disadvantaged Students: 81%</p>	<p>All Students: 36%</p> <p>Asian Students: 50%</p> <p>Hispanic Students: 35%</p> <p>White Students: 50%</p> <p>Two or more races Students: 45%</p> <p>Economically Disadvantaged Students: 45%</p>		

<p>Sub-group - two or more races - Students scoring Proficient or higher on SBAC on ELA</p> <p>Sub-group - economically disadvantaged - Students scoring Proficient or higher on SBAC on ELA</p>				
<p>Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math</p> <p>Sub-group - Asian - Students scoring Proficient or higher on SBAC on Math</p> <p>Sub-group - Hispanic - Students scoring Proficient or higher on SBAC on Math</p> <p>Sub-group - White - Students scoring Proficient or higher on SBAC on Math</p>	<p>All Students: 66%</p> <p>Asian Students: 95%</p> <p>Hispanic Students: 39%</p> <p>White Students: 75%</p> <p>Two or more races Students: 75%</p> <p>Economically Disadvantaged Students: 36%</p>	<p>All Students: 36%</p> <p>Asian Students: 50%</p> <p>Hispanic Students: 36%</p> <p>White Students: 40%</p> <p>Two or more races Students: 40%</p> <p>Economically Disadvantaged Students: 36%</p>		

<p>Sub-group - two or more races - Students scoring Proficient or higher on SBAC on Math</p> <p>Sub-group - economically disadvantaged - Students scoring Proficient or higher on SBAC on Math</p>				
Pupil Achievement: Students admitted to a 4 year college:	NA	95%		
Pupil Achievement: EL Students reclassified to English Proficient:	0%	3%		
Pupil Achievement: Average number of years before EL students are reclassified:	NA	2 YRS		
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	NA	60%		
Pupil Achievement:	54%	41%		

Students not requiring remediation based on Early Assessment Program:				
Pupil Engagement: School absenteeism rate:	4.92%	5%		
Pupil Engagement: Chronic absenteeism rate:				
Sub-group - Asian Students - Chronic absenteeism rate				
Sub-group - Hispanic Students - Chronic absenteeism rate	All Students: 7.55% Asian Students: 2.47% Hispanic Students: 9.35% White Students: 7.69%	All Students: 14.5% Asian Students: 7% Hispanic Students: 14.5% White Students: 13%		
Sub-group - White Students - Chronic absenteeism rate	Two or more races Students: 7.02% FRL Students: 10.53%	Two or more races Students: 13% FRL Students: 14.5%		
Sub-group - Two or More Races Students - Chronic absenteeism rate	SPED Students: 10.71%	SPED Students: 14.5%		
Sub-group - FRL Students - Chronic absenteeism rate				
Sub-group - SPED				

Students - Chronic absenteeism rate				
Pupil Engagement: Middle school dropout rate:	NA	NA		
Pupil Engagement: High school dropout rate:	NA	5%		
Pupil Engagement: High school graduation rate:	NA	93%		
Course Access: Students on-track to fulfill UC A-G course list requirements:	100%	100%		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>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</p>		

personnel loss and to increase retention.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$33,309	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action 2

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

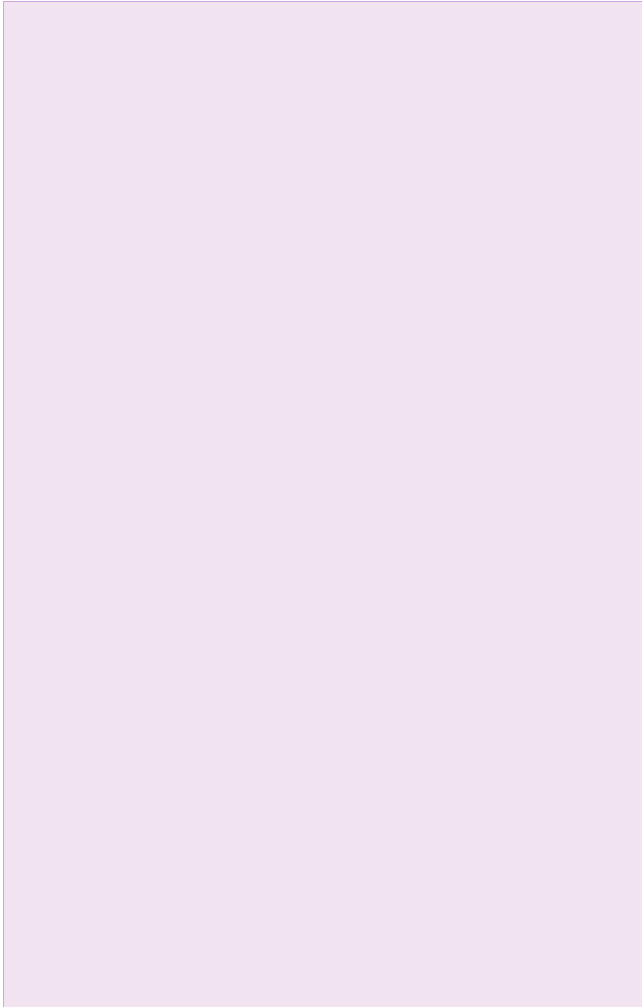
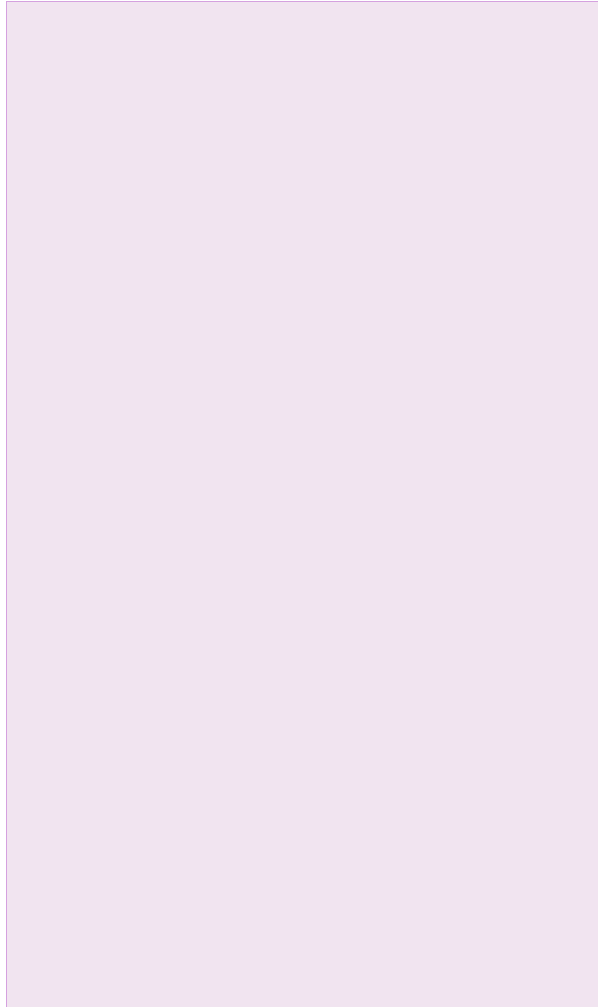
ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Standardized Assessment Program: Summit has an organized and thoughtfully laid out		

schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

Assessments planned include the following (this list is not exhaustive):

- *SBAC ICAs and IABs* - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)
- *NWEA MAP* - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.
- *PSAT*-This college-ready test is administered to students in grades 9-11
- *ACT EPAS* - College readiness pre-assessment for 11th graders



BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$17946	Amount
Source	LCFF Base	Source
Budget Reference	\$11433 1000-1999: Certificated Personnel Salaries \$5405 3000-3999	Budget Reference

Certificated Personnel
Benefits \$1128 5000-5999:
Services And Other Operating
Expenditures

Action **3**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$10510	Amount	Amount
Source LCFF S+C, LCFF Base	Source	Source
Budget Reference \$2274 1000-1999: Certificated Personnel Salaries \$975 3000-3999 Certificated Personnel Benefits \$7261 5000-5999: Services And Other Operating Expenditures	Budget Reference	Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$98109

Amount _____

Amount _____

Source LCFF S+C, LCFF Base

Source _____

Source _____

Budget Reference \$68676 1000-1999:
Certificated Personnel Salaries \$29433 3000-3999
Certificated Personnel

Budget Reference _____

Budget Reference _____

Benefits

Action **6**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

1. Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.
2. Students have a chance to explore non-academic passions.
3. Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via

<p>Internships and Independent Study programs</p> <ol style="list-style-type: none"> Students explore careers via annual Career Days and through Internships. Students have an opportunity to explore college options and learn more about the college experience in their junior year. Students have an opportunity to obtain support on core academic course work and enhance their learning. 		
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount: \$403,896</p>	<p>Amount:</p>	<p>Amount:</p>
<p>Source: LCFF S+C, LCFF Base</p>	<p>Source:</p>	<p>Source:</p>
<p>Budget Reference: 5000-5999: Services And Other Operating Expenditures</p>	<p>Budget Reference:</p>	<p>Budget Reference:</p>

Action **7**

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.</p> <p>The Director of Continuous Improvement provides resources along with monthly professional development and coaching to teachers focused on targeted supports for English Language Learners.</p>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$44004	Amount		Amount	
Source	LCFF S+C, LCFF Base	Source		Source	
Budget Reference	\$9842 1000-1999: Certificated Personnel Salaries \$4218 3000-3999 Certificated Personnel Benefits \$29944 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **8**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

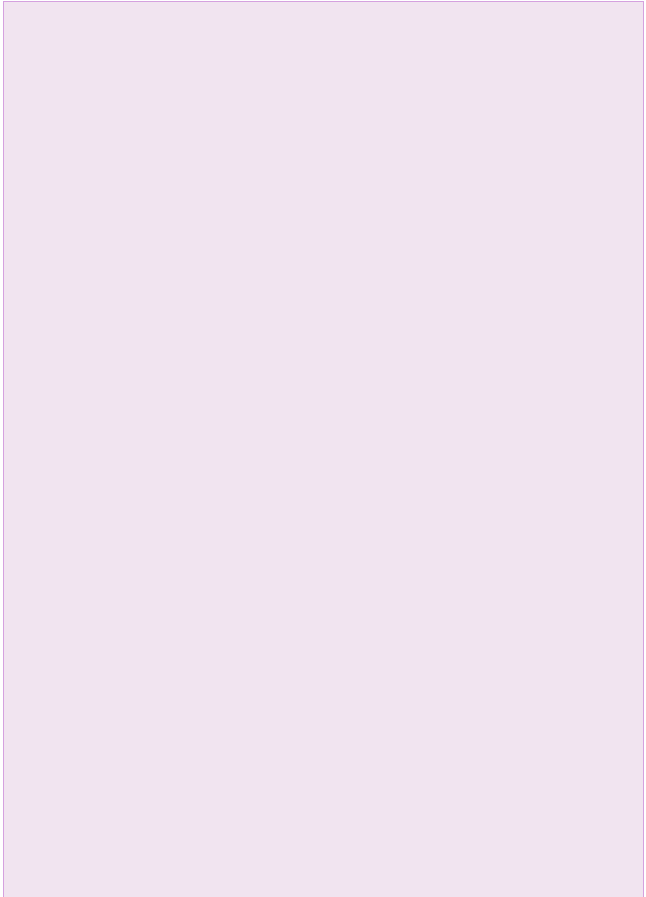
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively		

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



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$45462	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	\$31823 1000-1999: Certificated Personnel Salaries \$13639 3000-3999 Certificated Personnel Benefits	Budget Reference		Budget Reference	

Action **9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal:</p> <ol style="list-style-type: none"> 1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support 		

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

3. Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights.
4. College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support post-secondary success for Summit alumni to learn about how our program can better set current students up for post-secondary

success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$72,553	Amount:	Amount:
Source: LCFF S+C, LCFF Base	Source:	Source:
Budget Reference: \$37973 1000-1999: Certificated Personnel Salaries \$16274 3000-3999 Certificated Personnel Benefits \$18306 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student

Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors progress, monitor, and check to ensure students growth of the Habits of Success.</p>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount: \$8778</p>	<p>Amount:</p>	<p>Amount:</p>
<p>Source: LCFF S+C, LCFF Base</p>	<p>Source:</p>	<p>Source:</p>
<p>Budget Reference: \$4207 1000-1999: Certificated Personnel Salaries \$1803 3000-3999 Certificated Personnel Benefits \$2769 5000-5999: Services And Other Operating Expenditures</p>	<p>Budget Reference:</p>	<p>Budget Reference:</p>

Action **11**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.</p>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$12105	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	\$858 1000-1999: Certificated Personnel Salaries \$368 3000-3999 Certificated Personnel Benefits \$10880 2000-2999: Classified Personnel Salaries	Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

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

understanding of their student's academic experience and how to support their success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Parents/Families having a family meeting with student's mentor:	100%	100%		
School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:				
Sub-group - Asian Students - Parents responding positively to "I feel connected to my student's school" on parent survey:	All Students: 76% Asian Students: 88% Hispanic Students: 77% White Students: 74% Multiple Races Students: 77%	All Students: 75% Asian Students: 75% Hispanic Students: 75% White Students: 75% Multiple Races Students: 75%		
Sub-group - Hispanic Students - Parents responding positively to "I feel connected to my student's school" on parent survey:	FRL Students: 79%	FRL Students: 75%		
Sub-group - White Students - Parents responding				

<p>positively to “I feel connected to my student’s school” on parent survey:</p> <p>Sub-group - Multiple races Students - Parents responding positively to “I feel connected to my student’s school” on parent survey:</p> <p>Sub-group - FRL Students - Parents responding positively to “I feel connected to my student’s school” on parent survey:</p>				
<p>Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:</p> <p>Sub-group - Asian Students - Parents responding positively to “My student’s school uses my feedback when making decisions” on parent</p>	<p>All Students: 54%</p> <p>Asian Students: 62%</p> <p>Hispanic Students: 56%</p> <p>White Students: 41%</p> <p>Multiple Races Students: 54%</p> <p>FRL Students: 63%</p>	<p>All Students: 50%</p> <p>Asian Students: 50%</p> <p>Hispanic Students: 50%</p> <p>White Students: 50%</p> <p>Multiple Races Students: 50%</p> <p>FRL Students: 50%</p>		

survey:

Sub-group - Hispanic Students - Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:

Sub-group - White Students - Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:

Sub-group - Multiple races Students - Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:

Sub-group - FRL Students - Parents responding positively to “My student’s school uses my feedback when making

decisions” on parent survey:				
Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”:	87%	85%		
Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.”	84%	85%		
Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”:	88%	85%		
Parental Involvement: Parents responding positively to “I	86%	85%		

understand what I can do to support my students academically.”:				
Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:	83%	82%		
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:	Y	Y		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and</p>		

services to our families.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,334	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This

includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$17,200	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: \$9583 1000-1999: Certificated Personnel Salaries \$4107 3000-5399: Certificated Personnel Benefits \$3510 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action 3

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$3,312
Source	LCFF Base
Budget Reference	\$387 1000-1999: Certificated Personnel Salaries \$2758 2000-2999: Classified Personnel Salaries \$166 3000-3999: Certificated Personnel Benefits

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$28,468

Amount

Amount

Source LCFF Base

Source

Source

Budget Reference
\$19928 1000-1999:
Certificated Personnel
Salaries \$8540 3000-3999:
Certificated Personnel
Benefits

Budget Reference

Budget Reference

Action **5**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

project due date reminders.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$41,421	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: \$7886 1000-1999: Certificated Personnel Salaries \$4536 2000-2999: Classified Personnel Salaries \$3380 3000-3999: Certificated Personnel Benefits \$25619 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action **6**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$12,805
Source	LCFF Base
Budget Reference	\$273 1000-1999: Certificated Personnel Salaries \$117 3000-3999: Certificated Personnel Benefits \$12414 5000-5999: Services And Other Operating Expenditures

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] English Language Learners

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$300

Amount

Amount

Source LCFF Supplemental and Concentration

Source

Source

Budget Reference 5000-5999: Services And Other Operating Expenditures

Budget Reference

Budget Reference

Action **8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.		

BUDGETED EXPENDITURES

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

Action **9**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.

BUDGETED EXPENDITURES

2017-18

Amount \$4,687

Source LCFF Base

Budget Reference \$1640 1000-1999: Certificated Personnel Salaries \$2343
2000-2999: Classified Personnel Salaries \$703
3000-3999: Certificated Personnel Benefits

2018-19

Amount _____

Source _____

Budget Reference _____

2019-20

Amount _____

Source _____

Budget Reference _____

Action **10**

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

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide Group(s)

Schoolwide

OR

Limited to Unduplicated Student

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount \$29,572

Source LCFF Base

Budget \$2734 1000-1999: Certificated

Amount

Source

Budget

Amount

Source

Budget

Reference

Personnel Salaries \$1172
3000-3999: Certificated
Personnel Benefits \$25667
5000-5999: Services And
Other Operating Expenditures

Reference

Reference

Action 11

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$11,989	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	\$0 1000-1999: Certificated Personnel Salaries \$0 3000-3999: Certificated Personnel Benefits \$11989 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **12**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Culturally Responsive Family Engagement:
A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$8,318	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: \$228 1000-1999: Certificated Personnel Salaries \$0 2000-2999: Classified Personnel Salaries \$98 3000-3999: Certificated Personnel Benefits \$7993 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

Action **13**

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)
 English Learners
 Foster Youth
 Low Income

[Scope of Services](#)
 LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$3,622	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: \$501 1000-1999: Certificated Personnel Salaries \$215 3000-3999: Certificated Personnel Benefits \$2906 5000-5999: Services And Other Operating Expenditures	Budget Reference:	Budget Reference:

New
 Modified
 Unchanged

Goal 3

All community members feel safe at school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

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

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Unsafe facilities reports examined and addressed within 1 business day:	100%	100%		
Basic: Complaints about facilities repairs:	NA	NA		
School Climate: Pupil Suspension Rate:	NA	3%		
School Climate: Pupil Expulsion Rate:	NA	1%		
School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey:	88%	88%		
School Climate: Parents responding	89%	89%		

positively to “I feel my child is emotionally safe at school” on parent survey:				
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”:	4.16%	3.5%		
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”:	4.4%	4.3%		
School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey:	77.3%	80%		
School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey:	77.3%	80%		

School Climate: Required drills completed:	100%	100%		
School Climate: Information security breaches addressed with 24 hours:	100%	100%		
Safety inspection completed?	Y	Y		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,777	Amount:	Amount:
Source: LCFF Base, LCFF S+C	Source:	Source:
Budget Reference: \$5444 1000-1999: Certificated Personnel Salaries \$2333 3000-3999: Certificated Personnel Benefits	Budget Reference:	Budget Reference:

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness		

Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,684	Amount:	Amount:
Source: LCFF Base	Source:	Source:
Budget Reference: \$1179 1000-1999: Certificated Personnel Salaries \$505 3000-3999: Certificated Personnel Benefits	Budget Reference:	Budget Reference:

Action 3

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

[Students to be Served](#)
 All
 Students with Disabilities
 [Specific Student Group(s)] _____

[Location\(s\)](#)
 All schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Emergency Plan Project: Last year’s safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.</p>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount \$3,819</p>	<p>Amount</p>	<p>Amount</p>
<p>Source LCFF Base</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference \$2673 1000-1999: Certificated Personnel Salaries \$1146 3000-3999: Certificated Personnel Benefits</p>	<p>Budget Reference</p>	<p>Budget Reference</p>

Action **4**

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.</p>		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$3,052	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	\$111 1000-1999: Certificated Personnel Salaries \$47 3000-3999: Certificated Personnel Benefits \$2894 5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Health/Wellness: The Expeditions programs for the Middle School will introduce a new health/wellness course. A parent education series focused on health and wellness will also be developed and implemented in our school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$9,600	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	\$6720 1000-1999: Certificated Personnel Salaries \$2880 3000-3999: Certificated Personnel Benefits	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 186,810

Percentage to Increase or Improve Services:

5.70 %

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

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

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

1. Improved literacy and math intervention courses to include updated and expanded curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Offering a more diverse range of texts and richer research-based curriculum will help students achieve proficiency. Literacy research from Fisher and Frey contributed to the improved curriculum as did developmental math research from the Math Project.
2. Additionally, the core content curriculum will also be improved. There will be expert teachers on special assignment enhancing the current research-proven curriculum for Math, English, History, Spanish, Special Education, and Science as well as providing professional development to staff. They will focus on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. Also, the TOSAs will fully integrate the Habits of Success program into all of our courses so that our students continue to deeply develop cognitive skills. We work with the Stanford Center for Assessment, Learning, and Equity and we have developed a more robust Cognitive Skills Rubric this past year that will be integrated into all of our courses. We believe this will more fully serve our diverse student population.
3. In order to increase services for our English Language Learners, professional development and teacher coaching will be provided by our Director of Continuous Improvement. Examples of resources and professional development topics are direct vocabulary and writing instruction, leveling/chunking text, and the use of sentence frames amongst many others.
4. In an effort to improve college readiness supports for all of our students, we will add a College-Readiness Manager to our college readiness team. This person is charged to primarily support the college-going process with students who will be the first to attend in their family. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.

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

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

[Plan Summary](#)

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?