

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

**LEA Name**

Summit Public School: Shasta

**CDS Code:**

41689240127548

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

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

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

## Strategy

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

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

## Alignment

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

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

The mission of Summit Shasta is to prepare a heterogeneous student population for success in a four-year college, and to be thoughtful, contributing members of society. To achieve this mission, the School provides a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, the School seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students, especially those who have been underserved by traditional public schools to date. The School's measures of success will align directly with its mission. Students will be constantly assessed to ensure they are on track to be fully prepared for success in college upon graduation.

The LEA uses three key measures to identify students at risk of failure :

1. All students in grades 9-10 take the NWEA Map Assessment three times per year;
2. 11th graders take the SBAC assessment in ELA and Math;
3. And teachers closely monitor student progress on cognitive skills growth and content mastery through the Summit Learning Platform.

Students who are not on college ready track for SBAC scores receive math intervention through Summit Solves and reading intervention through Summit Reads. In addition to these interventions, teachers closely monitor progress on cognitive skills growth and content mastery through the Summit Learning Platform. Teachers use this real-time data to work with targeted intervention groups during core class periods and personalized learning time.

The LEA implements several instructional strategies to strengthen the academic program and improve school conditions for student learning.

#### Strategy 1: Summit Solves

This is an intervention devoted to improving student numeracy. Students test to show their math level and the highest need students receive a directed intervention in a small group setting using specific targeted intervention curriculum.

#### Strategy 2: Summit Reads

This is an intervention devoted to improving student literacy. Students test to show their reading level and the highest need students receive a directed intervention in a small group setting using specific targeted intervention curriculum.

#### Strategy 3: Personalized Learning Time (PLT)

Personalized Learning Time is centered around providing targeted support to students as they

learn key content and practice important academic literacy strategies. During this time, the teacher will create a focused learning environment by utilizing structures (such as mini-lessons, goal setting, and pair work) and systems that allow students to learn the content that they need to master their core classes. Students work at their own pace, using an online learning platform called the Summit Learning Platform, and can access all of the resources they need to learn and master the content. The teacher coaches students through these resources with small group workshops around specific content areas (e.g. The Causes of World War II) or learning strategies (e.g. note taking), giving them feedback and sharing tips to help student experience academic success. The teacher also works individually with students to help them set goals, create plans, and reflect on their learning. Through the process, students will become more effective self-directed learners, a skill set that will ensure that they are ready for college and career success. In addition, the teacher will consistently review student data, develop intervention plans for students who are struggling, and meet regularly with their own coach in order to continue improving the effectiveness of their PLT classroom. For students who have previously struggled academically, PLT will allow them to receive more individual, personalized attention and support. The teacher will communicate frequently with the student's family and with the student's other teachers in order to ensure that there is a clear plan for support and progress.

The LEA systemically offers the following continuum of supports for students who need

additional educational assistance to meet standards:

- Differentiated Instructional Strategies
- Outreach to Student's Parent/Family
- Peer Mentoring
- Mentoring

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

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

In an effort to reduce the overuse of discipline practices that remove students from the classroom, make our discipline processes more equitable, and have greater impact on the students affected by behavior issues, the LEA has moved to a restorative justice model of discipline. All teachers are trained on facilitating restorative justice and are supported by a Dean of Culture and Instruction. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

N/A.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

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

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

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA has an Parent and Family Engagement Policy that is:

- Adopted and developed with input from parents and staff
- Approved by the Summit Public Schools Board of Directors,
- Reviewed annually and, if needed, revised to include parent feedback.

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

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

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

**Support with planning and implementing parent and family engagement activities:** Each year, the School will create and Annual Family Engagement Plan to meet the needs and desires of the school's parent/family community. This plan will reflect/incorporate feedback provided by parents through surveys and/or through regular in-person meetings. No later than September 1st every year, the School will submit a final "Annual Family Engagement Plan" to Summit Public Schools for review. If the School seeks assistance or support to implement its Annual Family Engagement Plan, such assistance and/or support will be provided by the Summit Public Schools Community Engagement team in a timely and effective manner.

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

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA uses three key measures to determine which students need Title I assistance:

1. All students in grades 9-10 take the NWEA Map Assessment three times per year;
2. 11th graders take the SBAC assessment in ELA and Math;
3. And teachers closely monitor student progress on cognitive skills growth and content mastery through the Summit Learning Platform.

Students who do not meet ACT-ready Map RIT scores and/or those students who are not on college ready track for SBAC scores receive math intervention through Summit Solves and reading intervention through Summit Reads. This is typically the bottom 60% of students. In addition to these interventions, teachers closely monitor progress on cognitive skills growth and content mastery through the Summit Learning Platform. Teachers use this real-time data to work with targeted intervention groups during core class periods and personalized learning time.

The LEA also uses student attendance data, discipline data, and ELPAC data to identify students in need of additional support and intervention.



## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

## Student Transitions

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

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

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

The School's teacher evaluation process framework includes the following criteria:

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

The School systemically supports new teachers by implementing the following strategies:

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

The School's principal evaluation framework includes the following criteria:

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

## **Prioritizing Funding**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A- The School acts as its own LEA

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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