Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum</u>: General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics</u>: 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	Contact Name and Title	Email and Phone
Summit Public School: Denali	Kevin Bock Executive Director	kbock@summitps.org 669-721-2646

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Summit Denali is located in Sunnyvale, CA and serves a diverse group of around 400 students from northern Santa Clara County. Denali opened in the fall of 2013 with a founding class of 6th graders. The school has grown with our students and now serves 6th through 10th graders, with with approximately 100 students per grade. Denali is a countywide benefit charter that was established to serve a diverse group of students from various school districts along the 101 corridor. Our students reflect the diversity of northern Santa Clara county, coming from over 20 different elementary, high school, and unified school districts. Denali's 5-year charter was unanimously renewed by the Santa Clara County Board of Education in the fall of 2017.

Summit Denali's mission is to prepare our diverse group of students to be successful in a four-year college or university and to be thoughtful contributing members of society. We believe that every student is capable of college and career readiness.

Our academic program exceeds the requirements to apply for a 4-year university and college, include the University of California's A-G requirements. Our middle school program is designed to prepare students for our rigorous high school courses, and our high school program prepares students to be successful in college and beyond. While most students take the same courses in the same grade level, we deeply value personalized learning and each course supports students individually and aligns their daily work with their long-term goals. Students often have the opportunity to choose topics that interest them within a project, and teachers help them engage with activities that balance support and challenge so that every student is growing every day.

LCAP Highlights

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

Summit Public School: Denali will continue its focus on personalized learning. This year's LCAP includes increased targeted supports for English Language Learners and Special Populations. Some of the main highlights are an increase in support for positive student culture initiatives via the addition of a Dean of Culture, and increased supports for special populations through updated curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. As Denali grows to the upper grades of high school, increased supports are being made available for both students and families for the college search, application and selection processes. As Denali grows over the next school years, we will continue to maintain our focus on personalized learning, community partnership and the physical and emotional safety of our community.

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.

Greatest Progress

Every year we review and enhance our school model to better prepare our students for success in college, career, and life. We have developed and implemented the Summit Personalized Program, which ensures that all students have a personalized pathway towards learning content knowledge, improving cognitive skills, developing Habits of Success, and pursuing passions through expeditionary learning. We have developed a competency-based program that uses technology to allow students to learn content knowledge at their own pace, and spend class time with teachers on developing enduring cognitive skills (critical thinking skills). Each student receives 1:1 coaching on setting goals and creating/executing action plans to achieve those goals.

In this year's state dashboard for Denali, we are most proud of the following points:
* We have made progress on whole school performance on SBAC assessments. As a school, we made growth in both English and Math, across all subgroups. In English Language Arts, Denali scored at the highest performance level, Blue, and none of our 6 student groups were in the Orange performance level or below. In Math, Denali scored at Green, the second highest performance level, and only one student group was in the orange performance level.
* This growth is the result of faculty and family partnership: We have seen a >10% increase in parents feeling like they understand their students' academic performance and progress, including understanding how to use the Summit Learning Platform. The parent education series has also supported families' access to information about the college search, application and selection processes.
* 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. This 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.

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

English Learner Progress is Red in the LCFF Evaluation Rubrics. Denali is exploring curriculum to better support English Learners in the Summit Reads literacy support and intervention classes. We have begun to increase the curricular supports available to students in their academic projects, and our curriculum team is focused on supporting English Learners through accommodations embedded in students' projects and playlists. This year, this has led to the creation of an accessibility resources library, which our faculty are beginning to use.

Otherwise, our greatest needs are in supporting subgroups of students identified below in the "Performance Gaps" section.

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

EL, Socioeconomically Disadvantaged and Hispanic student subgroups perform lower than the all-student average in ELA and math. This year we have developed better early intervention and warning systems to use academic data to identify students who are beginning to struggle academically. We have emphasized coordinating and communicating with students' families to ensure that the school and family are partners in supporting students. We are continuing to improve our professional development for project time teachers, including through our coaching program and our professional development options. As an organization, we have developed tools for making curricular adjustments that better support struggling students. We have made adjustments to the plans used for supporting our students most struggling in math (through our Summit Solves program) and reading (through our Summit Reads program.) We have devoted faculty time and resources this year to professional development in culturally responsive teaching. We have also devoted faculty time and resources this year to the development and sharing of best practices in the teaching of English learners.

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.

Increased or Improved services

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 with a focus on English Language Learners and Special Populations.

Specifically to address gaps in Goal 3 pertaining to student culture, Denali has recently added a Dean of Culture to our faculty. The Dean's primary focus is on increasing supports for struggling students and improving implementation of the restorative justice process with the focus on increasing students' feelings of physical and emotional safety at school.

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	$7,277,617
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$867,970.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$5,310,397

Annual Update

LCAP Year Reviewed: **2017-18**

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Teachers appropriately credentialed: **17-18** 100% **Baseline** 59%	100% (2017-2018 school year, as of 4/13/2018)
Metric/Indicator Basic: Pupils with access to standards-aligned instructional materials: **17-18** 100%	100% (2017-2018 school year)

	Expected	Actual

Expected	**Actual**
Baseline 100%	
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: **17-18** 83% **Baseline** 83%	81% (2017-2018, as of 4/13/2018)
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills: **17-18** 73% **Baseline** 73%	67% (2017-2018 school year, as of 4/13/2018)
Metric/Indicator Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: **17-18** All Students: 51% EL Students: 20% SED Students: 36% Hispanic Students: 41% Asian Students: 65% White Students: 65% Two or More Races Students: 65% SPED Students: 25%	All Students: 72% EL Students: 11% SED Students: 39% Hispanic Students: 49% Asian Students: 95% White Students: 84% Two or More Races Students: 81% SPED Students: 21% (2016-2017 school year)

Expected	Actual

Baseline
All Students: 67%
EL Students: 15%
SED Students : 34%
Hispanic Students: 39%
Asian Students: 87%
White Students: 83%
Two or More Races Students: 87%
SPED Students: 26%

Metric/Indicator
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:

17-18
All Students: 51%
EL Students: 20%
SED Students: 25%
Hispanic Students: 27%
Asian Students: 65%
White Students: 60%
Two or More Races Students: 65%
SPED Students: 20%

Baseline
All Students: 60%
EL Students: 18%
SED Students: 23%
Hispanic Students: 25%
Asian Students: 89%
White Students: 77%
Two or More Races Students: 85%
SPED Students: 16%

All Students: 65%
EL Students: 15%
SED Students: 26%
Hispanic Students: 31%
Asian Students: 91%
White Students: 80%
Two or More Races Students: 79%
SPED Students: 24%
(2016-2017 school year)

Metric/Indicator
Pupil Achievement: Students admitted to a 4 year college:

17-18
NA

NA

	Expected	Actual
Baseline NA		
Metric/Indicator Pupil Achievement: EL Students reclassified to English Proficient: **17-18** 5% **Baseline** 7.5%		7.7% (2016-2017 school year)
Metric/Indicator Pupil Achievement: Average number of years before EL students are reclassified: **17-18** 2 YRS **Baseline** 2 YRS		2.7 YRS
Metric/Indicator Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: **17-18** NA **Baseline** NA		NA
Metric/Indicator Pupil Achievement: Students not requiring remediation based on Early Assessment Program: N/A **17-18** NA **Baseline** NA		NA
Metric/Indicator Pupil Engagement: School absenteeism rate:		4.7% (2017-2018 school year as of P2 reporting)

	Expected	Actual

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<tr>
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<th>Actual</th>
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17-18
3.9%

Baseline
3.3%

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Metric/Indicator
Pupil Engagement: Chronic absenteeism rate:

17-18
All Students: 5.5%
Asian Students: 2.5%
Hispanic Students: 4%
White Students: 4%
Two or More Races Students: 2.5%
EL Students: 2.5%
SED Students: 3%
SPED Students: 5%

Baseline
All Students: 1.74%
Asian Students: 0%
Hispanic Students: 1.5%
White Students: 1.6%
Two or More Races Students: 0%
EL Students: 0%
SED Students: 0.79%
SPED Students: 2.5%

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All Students: 11%
Asian Students: 4.9%
Hispanic Students: 11.3%
White Students: 14.1%
Two or More Races Students: 11.3%
EL Students: 13%
SED Students: 10.7%
SPED Students: 9.2%
(2017-2018 school year as of P2 reporting)

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Metric/Indicator
Pupil Engagement: Middle school dropout rate:

17-18
0%

Baseline
0%

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0% (2016-2017 school year)

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Metric/Indicator
Pupil Engagement: High school dropout rate: N/A

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NA

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Expected	Actual
17-18 NA **Baseline** NA	
Metric/Indicator Pupil Engagement: High school graduation rate: N/A **17-18** NA **Baseline** NA	NA
Metric/Indicator Course Access: Students on track to fulfill UC A-G course list requirements (excluding SPED students): N/A **17-18** 100% **Baseline** 100%	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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	5000-5999: Services And Other Operating Expenditures Base $33,309	5000-5999: Services And Other Operating Expenditures Base $30,237

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.
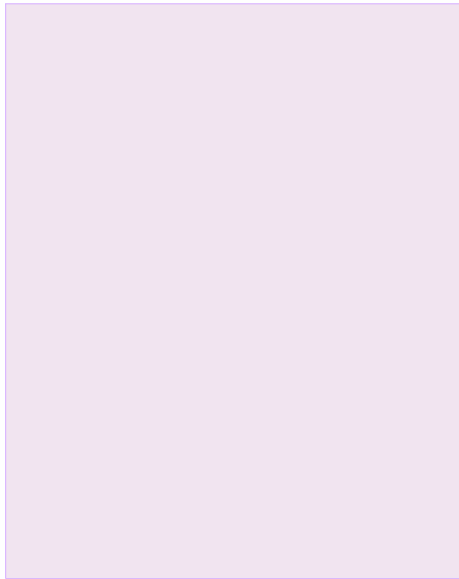
Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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-	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $12574 3000-3999: Employee Benefits Base $5449 5000-5999: Services And Other Operating Expenditures Base $1128	1000-1999: Certificated Personnel Salaries Base $6,427 3000-3999: Employee Benefits Base $2,650 5000-5999: Services And Other Operating Expenditures Base $7,877

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	We added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $7840	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $28,888
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $3360	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $12,381
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $7261	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $21,101

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	We added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $7840	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $28,888
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $3360	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $12,381
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $8077	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $15,605

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The community time teacher position does not exist this school year so this time is split by various teachers instead. Administrators spend less time on this service than anticipated.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $69373	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $30,054
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $29731	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $12,880

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expeditions: Expeditions will integrate into the weekly course rotation in the 6th through 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships. 4. Students have an opportunity to explore college options and learn more about the college experience in their junior year.	Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $311,850	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $286,500

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

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.

The Director of Continuous Improvement provides resources along with monthly professional development and coaching to teachers focused on targeted | Implemented as described. | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $9966

3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $4271

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $29944 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $24,731

3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $10,599

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $7,822 |

supports for English Language Learners.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $32098 3000-3999: Employee Benefits Base $13756	1000-1999: Certificated Personnel Salaries Base $12,654 3000-3999: Employee Benefits Base $5,423

There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.	

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	We added a Dean to Culture to support with this action and service, but a lot of this support is centralized to Director and Manager of College Readiness. School staff spent less time on support here than anticipated.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $42,959 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $18,411 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $18,306	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $19,877

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)			

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	School leaders and support staff from SPS, such as a Habits of Success curriculum manager, provided more support to build out and refine this programming.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $4240 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $1817 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $2769	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $28,508 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $12,218

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The system is built out and optimized so support staff and teachers spend less time manually doing checks for this.	1000-1999: Certificated Personnel Salaries Base $3507 3000-3999: Employee Benefits Base $1503 2000-2999: Classified Personnel Salaries Base $11315	1000-1999: Certificated Personnel Salaries Base $773 3000-3999: Employee Benefits Base $3,194 2000-2999: Classified Personnel Salaries Base $6,680

regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	

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. 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. This year we adjusted the Habits, Community and Culture program by adopting elements of the "Valor Circles" model from Valor Academies in Memphis, Tennessee. The well-validated circles approach is designed to build community, understanding and culture-related skills including self-directed learning and relationship skills in our diverse school. This program was intended to help students feel a sense of belonging and connection to the school and was supported by professional development for school leaders and faculty. Additionally we have added a Dean of Culture this year, specifically to supports students' feelings of belonging and connection, which is a critical foundation to our academic program.

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

Our attendance and absence program led us to exceed our targets for attendance and chronic absenteeism.

Based on our interim assessment data on the NWEA MAP exam, our students in the highest levels of reading and math support continue to make higher growth relative to similar students in prior years. Our SBAC assessment results from the prior academic year indicate that students are performing at or above the level of their peers in comparable local schools.

Our Habits, Community and Culture program evolved this year to adopt elements of the well-validated "Circles" approach. This program was supported by professional development for faculty and school years, and was a big change from the prior year. The

feedback from faculty and students is much more positive this year and the program integrates much better in to students' mentor group times.

We have increased our college search and application supports for families as our oldest students entered 10th grade this year. Our college support evening events were among the most well-attended school events.

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.
Literacy Intervention variance: Added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses.
Math Intervention: Added curriculum support staff to enhance and build more robust curriculum in addition to more teachers spending more time teaching courses.
Extended school day: The community time teacher position does not exist this school year so this time is split by various teachers instead. Administrators spend less time on this service than anticipated.
Common Core: School leaders needed to spend significantly less time to coach teachers on Common Core assessments and planning.
College process support: Added Dean to Culture to support with this action and service, but a lot of this support is centralized to Director and Manager of College Readiness. School staff spent less time on support here
Habits of Success: School leaders and support staff from SPS, such as a Habits of Success curriculum manager, provided more support to build out and refine this programming
Comprehensive Attendance: System is built out and optimized so support staff and teachers spend less time manually doing checks for this

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.

Because our overall performance was strong, much of this goal will remain the same.

Annual Update

LCAP Year Reviewed: 2017-18

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 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Climate: Parents/Families having a family meeting with student's mentor: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:	All Students: 65% Asian Students: 82% Hispanic Students: 74% White Students: 73% Two or More Races Students: NA (< 10 respondents) EL Students: 85% SED Students: 100% (2017-2018 school year)

17-18
All Students: 76%
Asian Students: 76%
Hispanic Students: 76%
White Students: 76%
Two or More Races Students: 76%
EL Students: 76%
SED Students: 76%

Baseline
All Students: 79%
Asian Students: 87%
Hispanic Students: 87%
White Students: 74%
Two or More Races Students: 75%
EL Students: 95%
SED Students: 93%

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

17-18
All Students: 55%
Asian Students: 55%
Hispanic Students: 55%
White Students: 55%
Two or More Races Students: 55%
EL Students: 55%
SED Students: 55%

All Students: 48%
Asian Students: 47%
Hispanic Students: 79%
White Students: 45%
Two or More Races Students: NA (< 10 respondents)
EL Students: 70%
SED Students: 88%
(2017-2018 school year)

Expected	Actual

| **Baseline**
All Students: 58%
Asian Students: 42%
Hispanic Students: 66%
White Students: 44%
Two or More Races Students: 33%
EL Students: 82%
SED Students: 77% | |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":

17-18
84%

Baseline
87% | 73% (2017-2018 school year) |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."

17-18
75%

Baseline
79% | 72% (2017-2018 school year) |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":

17-18
81%

Baseline
84% | 89% (2017-2018 school year) |

| **Metric/Indicator**
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": | 77% (2017-2018 school year) |

Expected	Actual
17-18 78% **Baseline** 80%	
Metric/Indicator Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": **17-18** 80% **Baseline** 86%	86% (2017-2018 school year)
Metric/Indicator Parental Involvement: At least one parent sign up for the Parent Ambassador Institute: **17-18** Y **Baseline** Y	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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	More community engagement and school communications staff positions were added to increase engagement and community building practices.	5000-5999: Services And Other Operating Expenditures Base $6,334	5000-5999: Services And Other Operating Expenditures Base $29,987

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 services to our families.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $13568	1000-1999: Certificated Personnel Salaries Base $11,495
		3000-3999: Employee Benefits Base $5815	3000-3999: Employee Benefits Base $4,712
		5000-5999: Services And Other Operating Expenditures Base $3510	5000-5999: Services And Other Operating Expenditures Base $2,680

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $502	1000-1999: Certificated Personnel Salaries Base $710
		2000-2999: Classified Personnel Salaries Base $2736	2000-2999: Classified Personnel Salaries Base $1,909

| | | 3000-3999: Employee Benefits Base $215 | 3000-3999: Employee Benefits Base $877 |

platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $10042	1000-1999: Certificated Personnel Salaries Base $608
		3000-3999: Employee Benefits Base $4304	3000-3999: Employee Benefits Base $276
			2000-2999: Classified Personnel Salaries Base $35

Action 5

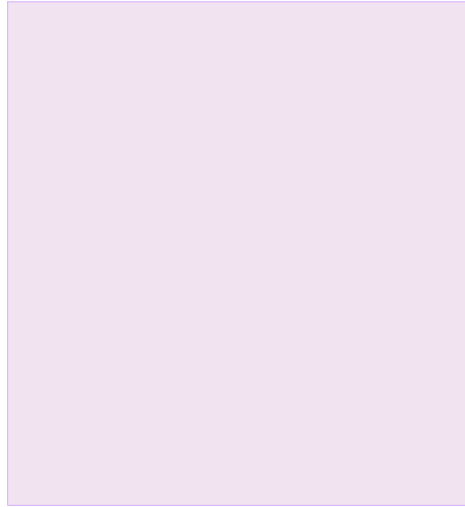| Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well 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	Implemented as described although we did not use robotext.	1000-1999: Certificated Personnel Salaries Base $7952	1000-1999: Certificated Personnel Salaries Base $4,981
		2000-2999: Classified Personnel Salaries Base $4500	2000-2999: Classified Personnel Salaries Base
		3000-3999: Employee Benefits Base $3408	3000-3999: Employee Benefits Base $261
		5000-5999: Services And Other Operating Expenditures Base $25619	5000-5999: Services And Other Operating Expenditures Base $5,814

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.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $277 3000-3999: Employee Benefits Base $119 5000-5999: Services And Other Operating Expenditures Base $12414	1000-1999: Certificated Personnel Salaries Base $244 3000-3999: Employee Benefits Base $105

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $300	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $1,336

interpreters for our schools and teachers to use.			3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $573

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Admins spent fewer hours coordinating - this resource library has been built out so less time is needed from the school to organize.	5000-5999: Services And Other Operating Expenditures Base $4,103	5000-5999: Services And Other Operating Expenditures Base $1,270

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $1661	1000-1999: Certificated Personnel Salaries Base $2,319
		2000-2999: Classified Personnel Salaries Base $2373	
		3000-3999: Employee Benefits Base $712	3000-3999: Employee Benefits Base $994

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We did not hold a parent ambassador institute this year. We instead moved to a project-based parent leadership model where parents have taken on specific projects to support the school.	1000-1999: Certificated Personnel Salaries Base $2768	
		3000-3999: Employee Benefits Base $1186	

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.

		5000-5999: Services And Other Operating Expenditures Base $21308	

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $0 3000-3999: Employee Benefits Base $0 5000-5999: Services And Other Operating Expenditures Base $11989	1000-1999: Certificated Personnel Salaries Base $710 3000-3999: Employee Benefits Base $304

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	This action was more site based and decentralized than anticipated. SPS Home Office was not as involved as expected.	1000-1999: Certificated Personnel Salaries Base $231 2000-2999: Classified Personnel Salaries Base $1800 3000-3999: Employee Benefits Base $99	1000-1999: Certificated Personnel Salaries Base $407 2000-2999: Classified Personnel Salaries Base $176 3000-3999: Employee Benefits Base $250

		5000-5999: Services And Other Operating Expenditures Base $7993	

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described.	1000-1999, 3000-3999, 5000-5999 Base $508	1000-1999: Certificated Personnel Salaries Base $1,790
		3000-3999: Employee Benefits Base $218	3000-3999: Employee Benefits Base $767
		5000-5999: Services And Other Operating Expenditures Base $2906	

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 participates in 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 parent newsletter and faculty newsletters are emailed to families and staff regularly so that they are informed of school happenings, our school's goals and visions, and our progress on meeting our vision. Denali also supports a parent organization web platform that allows families to easily communicate with each other and track school events and information.

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

Our year is 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.

Our Parent Education Night series continued to build on last year's successes, with many highly-attended events. Some sessions were produced and developed by faculty and other sessions brought in external experts or resources. We are developing events next fall focused on family feedback from this year, including digital/online safety and supporting anxiety in teens. 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. We have added a Cafecito series specifically for increasing communication and involvement of Spanish-speaking Denali families. We have added an ELAC group for increasing input and decision-making work from families of English Learning students.

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.
Increased parent engagement variance: More community engagement and school communications staff positions were added to increase engagement and community building practices than expected.
Mentor Meetings: We held fewer ad hoc meetings than expected.
Communication infrastructures: Did not use robotext, which was a significant assumption in budgeted expenditures
Translations: More recieved more support from SPS staff on this than expected.
Parent resources: Admins spent fewer hours coordinating - this has been built out so less time is needed from the school to organize.
Parent ambassador institute: We did not hold a parent ambassador institute this year. We instead moved to a project-based parent leadership model where parents have taken on specific projects to support the school.
PD & resources for teachers: Admins and support staff spent less hours on this than anticipated
Culturally responsive family engagement: This action was more site based and decentralized than anticipated. SPS Home Office was not as involved as expected.
Mentor Group Leads: Spent significantly less time on this activity.

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.

In order to more effectively evaluate the impact of the actions and services towards achieving this goal, we have consolidated the list and grouped some of these actions and services together for 2018-2019. You will see these changes reflected in the LCAP in the actions and services list under Goal 3.

Annual Update

LCAP Year Reviewed: **2017-18**

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 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Unsafe facilities reports examined and addressed within 1 business day: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator Basic: Complaints about facilities repairs: **17-18** NA **Baseline** NA	NA
Metric/Indicator School Climate: Pupil Suspension Rate:	All students: 5.1% Hispanic students: 9.3%

Expected	Actual
17-18 All Students: 3.5% Hispanic Students: 5% White Students: 5% **Baseline** All Students: 4% Hispanic Students: 6.6% White Students: 4.8%	White students: 3.7% (2017-2018 school year as of 4/13/2018)
Metric/Indicator School Climate: Pupil Expulsion Rate: **17-18** 1% **Baseline** NA	0.0% (2017-2018 school year as of 4/13/2018)
Metric/Indicator School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: **17-18** 85% **Baseline** 84%	82% (2017-2018 school year)
Metric/Indicator School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: **17-18** 85% **Baseline** 84%	74% (2017-2018 school year)

Expected	Actual
Metric/Indicator School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": **17-18** 3.5% **Baseline** 3.99%	NA
Metric/Indicator School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect": **17-18** 3.9% **Baseline** 4.2%	YouthTruth survey was not administered, as an alternative measure students responding positively to "The adults at my school care about me.": 73% (2017-2018 school year)
Metric/Indicator School Climate: Faculty members responding positively to "I feel physically safe at school." on faculty survey: **17-18** 85% **Baseline** 83.3%	89% (2017-2018 school year)
Metric/Indicator School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: **17-18** 88% **Baseline** 87.5%	68% (2017-2018 school year)
Metric/Indicator School Climate: Required drills completed: **17-18** 100%	100% (2017-2018 school year)

Expected	Actual
Baseline 100%	
Metric/Indicator School Climate: Information security breaches addressed with 24 hours: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator Safety inspection completed? **17-18** Y **Baseline** Y	Y (2017-2018 school year)

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described. In addition we hired a full time legal counsel to review discplinary decisions to ensure consistency.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $5493	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $2,678
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $2354	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $1,148
			5000-5999: Services And Other Operating Expenditures LCFF

			Supplemental and Concentration, LCFF Base $11,674

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described. In addition we hired a full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias.	1000-1999: Certificated Personnel Salaries Base $1189 3000-3999: Employee Benefits Base $509	1000-1999: Certificated Personnel Salaries Base $550 3000-3999: Employee Benefits Base $236 5000-5999: Services And Other Operating Expenditures Base $16,101

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $2695 3000-3999: Employee Benefits Base $1155	1000-1999: Certificated Personnel Salaries Base $3,545 3000-3999: Employee Benefits Base $1,519

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.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Implemented as described. The entire tech team engages in this effort as it becomes more important to Summit and to public education more broadly.	1000-1999: Certificated Personnel Salaries Base $112 3000-3999: Employee Benefits Base $48 5000-5999: Services And Other Operating Expenditures Base $2894	1000-1999: Certificated Personnel Salaries Base $101 3000-3999: Employee Benefits Base $43 5000-5999: Services And Other Operating Expenditures Base $37,612

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Health/Wellness: The Expeditions programs for the Middle School will introduce a new health/wellness course. A parent education series	The health/wellness course was not implemented at the parent level.	1000-1999: Certificated Personnel Salaries Base $6458	

focused on health and wellness will also be developed and implemented in our school.		3000-3999: Employee Benefits Base $2768	

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. 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.

Mid-way through the 2017-18 school year, Denali added a Dean of Culture to support student culture at our school. The Dean's work has focused on maximizing supports available for students who are struggling and also supporting the Restorative Justice process.

We partnered this year with the Summit Public Schools facilities team to immediately address any facility issues or concerns. We continue to partner with the technology team at Summit Public Schools to ensure digital and cybersafety on campus. We have strong firewalls in place on campus and we regularly block unsafe or questionable sites. We held a parent education night training on digital safety issues. Our 6th grade Leadership curriculum, which includes topics such as human growth and development and digital safety, has been meeting our objectives.

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 weekly check-ins 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.

As noted above, we added a Dean of Culture mid-way through the school year to increase support for our restorative justice processes.

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

As noted in prior sections, we are working to a ing to develop both a student and parent education program for supporting teen anxiety, which has been a more prominent need this year.

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.

Restorative Justice Training variance: Hired a full time legal counsel to review discplinary decisions to ensure consistency
Equity and Social Justice PD: Hired a full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias
Information Safety Project: Entire tech team engages in this effort as it becomes more important to Summit and in more broadly in public education
Health/wellness: The health/wellness course was not implemented at the parent level.

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.

The addition of a Dean of Students to our staff team is a significant change and can be found in the actions/services for Goal 3.

Stakeholder Engagement

LCAP Year: **2018-19**

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 Denali met with parents, students, and teachers in March 2018 to review the 17-18 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through announcements, phone calls, announcements on the school website, emails, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening during a date and time identified on the school's annual event calendar. 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 17-18 LCAP Annual Update and the 18-19 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 their support of our restorative justice program but offered ideas to enhance the program which were included in the SY18-19 plan. 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. Stakeholders expressed supports for the mentoring program, and expressed desires for increased resources for teachers to support mentoring of students who are struggling. Parents suggested additional ways for family engagement.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will graduate college-ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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:	59%	100%	100%	
Basic: Pupils with access to standards-	100%	100%	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
aligned instructional materials:				
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:	83%	83%	85%	
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills:	73%	73%	72%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA:	All Students: 67% EL Students: 15% SED Students : 34% Hispanic Students: 39% Asian Students: 87% White Students: 83% Two or More Races Students: 87% SPED Students: 26%	All Students: 51% EL Students: 20% SED Students: 36% Hispanic Students: 41% Asian Students: 65% White Students: 65% Two or More Races Students: 65% SPED Students: 25%	All Students: 77% EL Students: 25% SED Students: 44% Hispanic Students: 54% Asian Students: 85% White Students: 85% Two or More Races Students: 85% SPED Students: 26%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:	All Students: 60% EL Students: 18% Economically Disadvantaged Students: 23% Hispanic Students: 25% Asian Students: 89% White Students: 77% Two or More Races Students: 85% SPED Students: 16%	All Students: 51% EL Students: 20% Economically Disadvantaged Students: 25% Hispanic Students: 27% Asian Students: 65% White Students: 60% Two or More Races Students: 65% SPED Students: 20%	All Students: 70% EL Students: 25% Economically Disadvantaged Students: 31% Hispanic Students: 36% Asian Students: 85% White Students: 85% Two or More Races Students: 84% SPED Students: 29%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Achievement: Students admitted to a 4 year college:	NA	NA	NA	
Pupil Achievement: EL Students reclassified to English Proficient:	7.5%	5%	5%	
Pupil Achievement: Average number of years before EL students are reclassified:	2 YRS	2 YRS	2 YRS	
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	NA	NA	NA	
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	NA	NA	NA	
Pupil Engagement: School absenteeism rate:	3.3%	3.9%	4.2	
Pupil Engagement: Chronic absenteeism rate:	All Students: 1.74% Asian Students: 0% Hispanic Students: 1.5% White Students: 1.6% Two or More Races Students: 0% EL Students: 0% SED Students: 0.79% SPED Students: 2.5%	All Students: 5.5% Asian Students: 2.5% Hispanic Students: 4% White Students: 4% Two or More Races Students: 2.5% EL Students: 2.5% SED Students: 3% SPED Students: 5%	All Students: 10% Asian Students: 5% Hispanic Students: 10.3% White Students: 13.1% Two or More Races Students: 10.3% EL Students: 12% SED Students: 9.7%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			SPED Students: 8.2%	
Pupil Engagement: Middle school dropout rate:	0%	0%	0%	
Pupil Engagement: High school dropout rate:	NA	NA	NA	
Pupil Engagement: High school graduation rate:	NA	NA	NA	
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,309	$57,872	
Source	Base	LCFF, Title II	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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 • 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	

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

will also take the Language test as part of the language proficiency determination.

- ACT EPAS - College readiness pre-assessment for 11th graders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12574	$1,507	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$5449	$359	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$1128		
Source	Base		
Budget Reference	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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.

2018-19 Actions/Services

Literacy Intervention: This is an intervention devoted to improving student literacy. The highest need students, such as EL students, receive a directed intervention in a small group setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7840	$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$3360	$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$7261		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a 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

Year	2017-18	2018-19	2019-20
Amount	$7840	$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$3360	$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	$8077		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

<div align="center">OR</div>

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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.	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

Year	2017-18	2018-19	2019-20
Amount	$69373	$68,947	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$29731	$17,237	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships.	Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships.	

4. Students have an opportunity to explore college options and learn more about the college experience in their junior year. 5. Students have an opportunity to obtain support on core academic course work and enhance their learning.	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$311,850	$287,000	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. The Director of Continuous Improvement provides resources along with monthly professional development and coaching to teachers focused on targeted supports for English Language Learners.	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. 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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9966	$2,074	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$4271	$518	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$29944		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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.	and creation of high quality educational materials.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32098	$30,643	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$13756	$7,661	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 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	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: Teachers serving as mentors provide 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) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 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)

transition process. She supports the Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program.

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 postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondarysuccess. 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

Year	2017-18	2018-19	2019-20
Amount	$42,959	$19,371	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	$18,411		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$18,306		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4240	$4,147	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Amount	$1817	$1,037	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$2769		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All | All Schools |

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Comprehensive Attendance and Absence Program: The correlation between student	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.
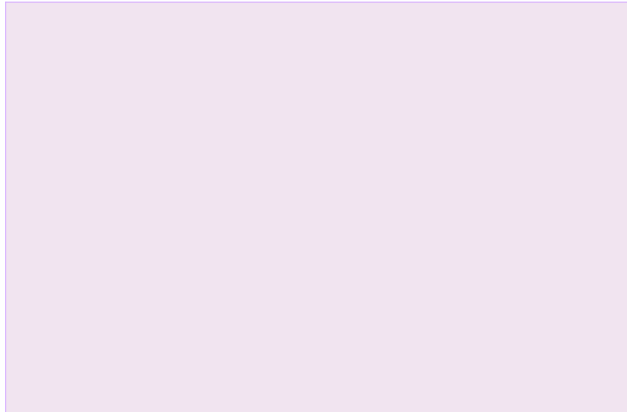
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3507	$11,520	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$1503	$2,880	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$11315		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged 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 Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 6: School Climate (Engagement)

Local Priorities:

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%	100%	
School Climate: Parents responding positively to	All Students: 79% Asian Students: 87%	All Students: 76% Asian Students: 76%	All Students: 70% Asian Students: 85%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
"I feel connected to my student's school" on parent survey:	Hispanic Students: 87% White Students: 74% Two or More Races Students: 75% EL Students: 95% SED Students: 93%	Hispanic Students: 76% White Students: 76% Two or More Races Students: 76% EL Students: 76% SED Students: 76%	Hispanic Students: 79% White Students: 78% Two or More Races Students: 70% EL Students: 85% SED Students: 85%	
Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	All Students: 58% Asian Students: 42% Hispanic Students: 66% White Students: 44% Two or More Races Students: 33% EL Students: 82% SED Students: 77%	All Students: 55% Asian Students: 55% Hispanic Students: 55% White Students: 55% Two or More Races Students: 55% EL Students: 55% SED Students: 55%	All Students: 53% Asian Students: 52% Hispanic Students: 84% White Students: 50% Two or More Races Students: 53% EL Students: 75% SED Students: 85%	
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	87%	84%	78%	
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."	79%	75%	77%	
Parental Involvement: Parents responding positively to "I understand my student's	84%	81%	85%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic performance and progress in school.":				
Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.":	80%	78%	83%	
Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":	86%	80%	85%	
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute	Y	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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 services to our families.	Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,334	$2,765	
Source	Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	
Amount		$691	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	
Amount		$27,969	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13568	$21,773	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$5815	$5,443	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	$3510			
Source	Base			
Budget Reference	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:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Location(s)
All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.	

interface for families to track attendance records.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$502	$41,818	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$2736	$10,454	
Source	Base	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	
Amount	$215		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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

Year	2017-18	2018-19	2019-20
Amount	$10042	$27,878	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$4304	$6,970	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$7952		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$4500		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$3408		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$25619		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$277		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$119		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	$12414		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$300		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

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

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$1661		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$2373		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$712		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	$2768		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$1186		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$21308		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$0		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	$0	
Source	Base	
Budget Reference	3000-3999: Employee Benefits	
Amount	$11989	
Source	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures	

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$231		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$1800		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$99		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$7993		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$508		
Source	Base		
Budget Reference	1000-1999, 3000-3999, 5000-5999		
Amount	$218		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$2906		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                         Priority 6: School Climate (Engagement)

Local Priorities:

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%	100%	
Basic: Complaints about facilities repairs:	NA	NA	NA	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Pupil Suspension Rate:	All Students: 4% Hispanic Students: 6.6% White Students: 4.8%	All Students: 3.5% Hispanic Students: 5% White Students: 5%	All Students: 4.6% Hispanic Students: 8.7% White Students: 3.5%	
School Climate: Pupil Expulsion Rate:	NA	1%	0%	
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:	84%	85%	85%	
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:	84%	85%	79%	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":	3.99%	3.5%	NA	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":	4.2%	3.9%	NA	
School Climate: Faculty members responding	83.3%	85%	85%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
positively to "I feel physically safe at school." on faculty survey:				
School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey:	87.5%	88%	73%	
School Climate: Required drills completed:	100%	100%	100%	
School Climate: Information security breaches addressed with 24 hours:	100%	100%	100%	
Safety inspection completed?	Y	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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5493	$10,214	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Amount	$2354	$2,554	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop	

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.

our teachers' capacity to be responsive in the classroom. In addition, School Leaders recieve training on implicit bais in the staff selection process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1189	$2,554	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$509	$638	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2695	$6,038	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Amount	$1155	$1,510	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$112	$47,466	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	$48		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$2894		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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.

2018-19 Actions/Services

Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6458	$20,000	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	$2768		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 6

[Add Students to be Served selection here]   [Add Location(s) selection here]

OR

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

| | New Action | |
| | Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors. | |

Budgeted Expenditures

Amount		$79,000	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		$19,750	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$292824	5.84%

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. We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support.

2. We will continue to improve our program for teacher support and professional development. Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. 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.

3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.

4. As Denali grows to serve serve students in upper high school grades, and in an effort to improve college readiness supports for all of our students, we will increase the supports available to students and families for the college search, application and selection processes. 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.

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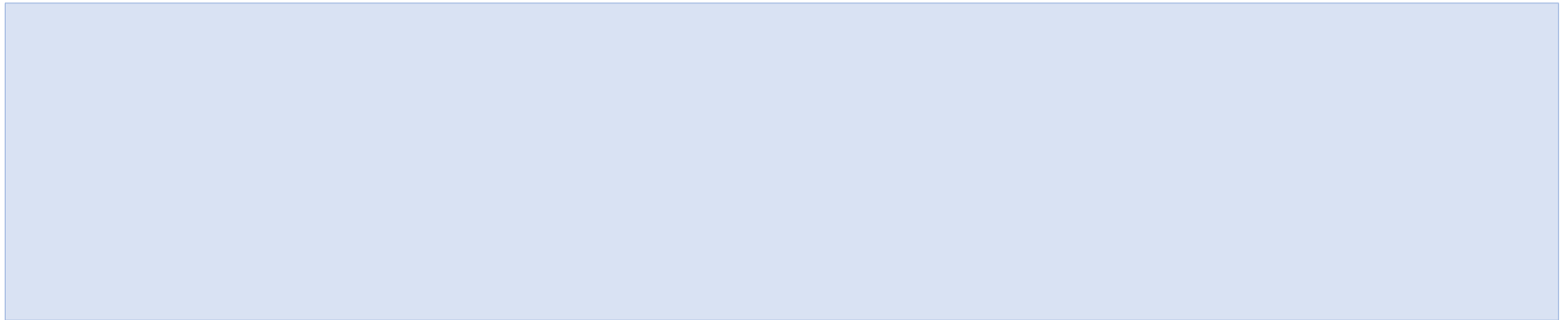
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

5. Social-emotional learning is inextricably linked to academic learning. Students need Habits of Success — a set of skills, mindsets, dispositions and behaviors grounded in the social nature of learning. To prepare our students for college and career success, we adopted prominent educational psychologist K. Brooke Stafford-Brizard's (2016) "Building Blocks for Learning" as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.

6. The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

7. A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors. The addition of the Dean to the school leadership team will increase capacity for case-management and mentoring of unduplicated students needing extra support.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$187,625	5.20 %

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.

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).

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

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.

- Enter "Unchanged Action" 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 enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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. S 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	883,159.00	779,145.00	883,159.00	867,970.00	0.00	1,751,129.00
Base	293,637.00	209,303.00	293,637.00	0.00	0.00	293,637.00
LCFF	0.00	0.00	0.00	704,202.00	0.00	704,202.00
LCFF Supplemental and Concentration, LCFF Base	589,222.00	569,842.00	589,222.00	0.00	0.00	589,222.00
LCFF, Title I	0.00	0.00	0.00	19,712.00	0.00	19,712.00
LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
Supplemental and Concentration	300.00	0.00	300.00	0.00	0.00	300.00
Title I	0.00	0.00	0.00	86,184.00	0.00	86,184.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	883,159.00	779,145.00	883,159.00	867,970.00	0.00	1,751,129.00
1000-1999, 3000-3999, 5000-5999	508.00	0.00	508.00	0.00	0.00	508.00
1000-1999: Certificated Personnel Salaries	243,345.00	191,061.00	243,345.00	315,128.00	0.00	558,473.00
2000-2999: Classified Personnel Salaries	22,724.00	10,136.00	22,724.00	11,520.00	0.00	34,244.00
3000-3999: Employee Benefits	104,568.00	83,791.00	104,568.00	81,644.00	0.00	186,212.00
5000-5999: Services And Other Operating Expenditures	512,014.00	494,157.00	512,014.00	459,678.00	0.00	971,692.00

* Totals based on expenditure amounts in goal and annual update sections.

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	883,159.00	779,145.00	883,159.00	867,970.00	0.00	1,751,129.00
1000-1999, 3000-3999, 5000-5999	Base	508.00	0.00	508.00	0.00	0.00	508.00
1000-1999: Certificated Personnel Salaries	Base	95,634.00	47,314.00	95,634.00	0.00	0.00	95,634.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	230,411.00	0.00	230,411.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	147,711.00	143,747.00	147,711.00	0.00	0.00	147,711.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	0.00	0.00	0.00	15,770.00	0.00	15,770.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	68,947.00	0.00	68,947.00
2000-2999: Classified Personnel Salaries	Base	22,724.00	8,800.00	22,724.00	0.00	0.00	22,724.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	11,520.00	0.00	11,520.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	1,336.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	41,264.00	21,611.00	41,264.00	0.00	0.00	41,264.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	60,465.00	0.00	60,465.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration, LCFF Base	63,304.00	62,180.00	63,304.00	0.00	0.00	63,304.00
3000-3999: Employee Benefits	LCFF, Title I	0.00	0.00	0.00	3,942.00	0.00	3,942.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	17,237.00	0.00	17,237.00
5000-5999: Services And Other Operating Expenditures	Base	133,507.00	131,578.00	133,507.00	0.00	0.00	133,507.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	401,806.00	0.00	401,806.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration, LCFF Base	378,207.00	362,579.00	378,207.00	0.00	0.00	378,207.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	300.00	0.00	300.00	0.00	0.00	300.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	696,014.00	628,348.00	696,014.00	532,485.00	0.00	1,228,499.00
Goal 2	161,470.00	75,590.00	161,470.00	145,761.00	0.00	307,231.00
Goal 3	25,675.00	75,207.00	25,675.00	189,724.00	0.00	215,399.00

* Totals based on expenditure amounts in goal and annual update sections.