LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public School: Tahoma
CDS Code: 43104390123794
School Year: 2023-24
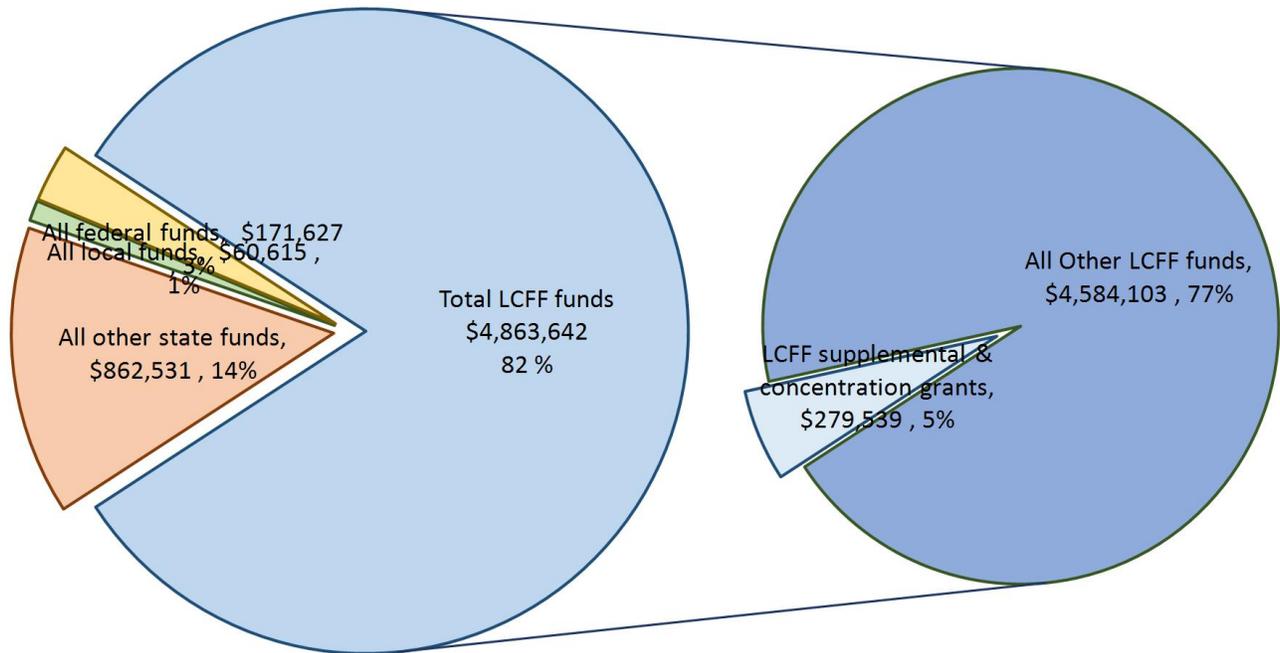LEA contact information:
Jonathan Stewart
Executive Director

408-729-7415

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $171,627, 3%
All local funds, $60,615, 1%
All other state funds, $862,531, 14%
Total LCFF funds $4,863,642 82%

All Other LCFF funds, $4,584,103, 77%
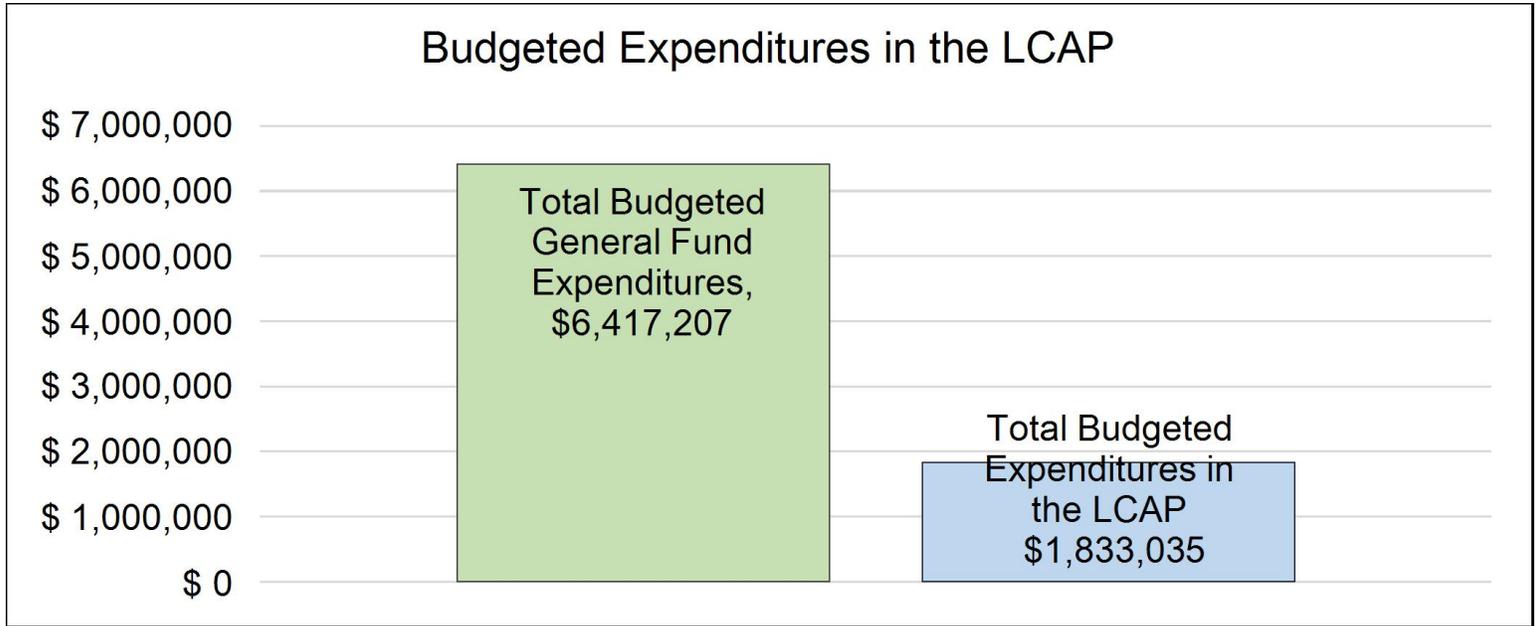LCFF supplemental & concentration grants, $279,539, 5%

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

The text description for the above chart is as follows: The total revenue projected for Summit Public School: Tahoma is $5,958,415, of which $4,863,642 is Local Control Funding Formula (LCFF), $862,531 is other state funds, $60,615 is local funds, and $171,627 is federal funds. Of the $4,863,642 in LCFF Funds, $279,539 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,417,207

Total Budgeted Expenditures in the LCAP $1,833,035

This chart provides a quick summary of how much Summit Public School: Tahoma plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Public School: Tahoma plans to spend $6,417,207 for the 2023-24 school year. Of that amount, $1,833,035 is tied to actions/services in the LCAP and $4,584,172 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Summit Public School: Tahoma is projecting it will receive $279,539 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School: Tahoma must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public School: Tahoma plans to spend $1,611,776 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP:** $1,530,076
- **Actual Expenditures for High Needs Students in LCAP:** $1,559,790
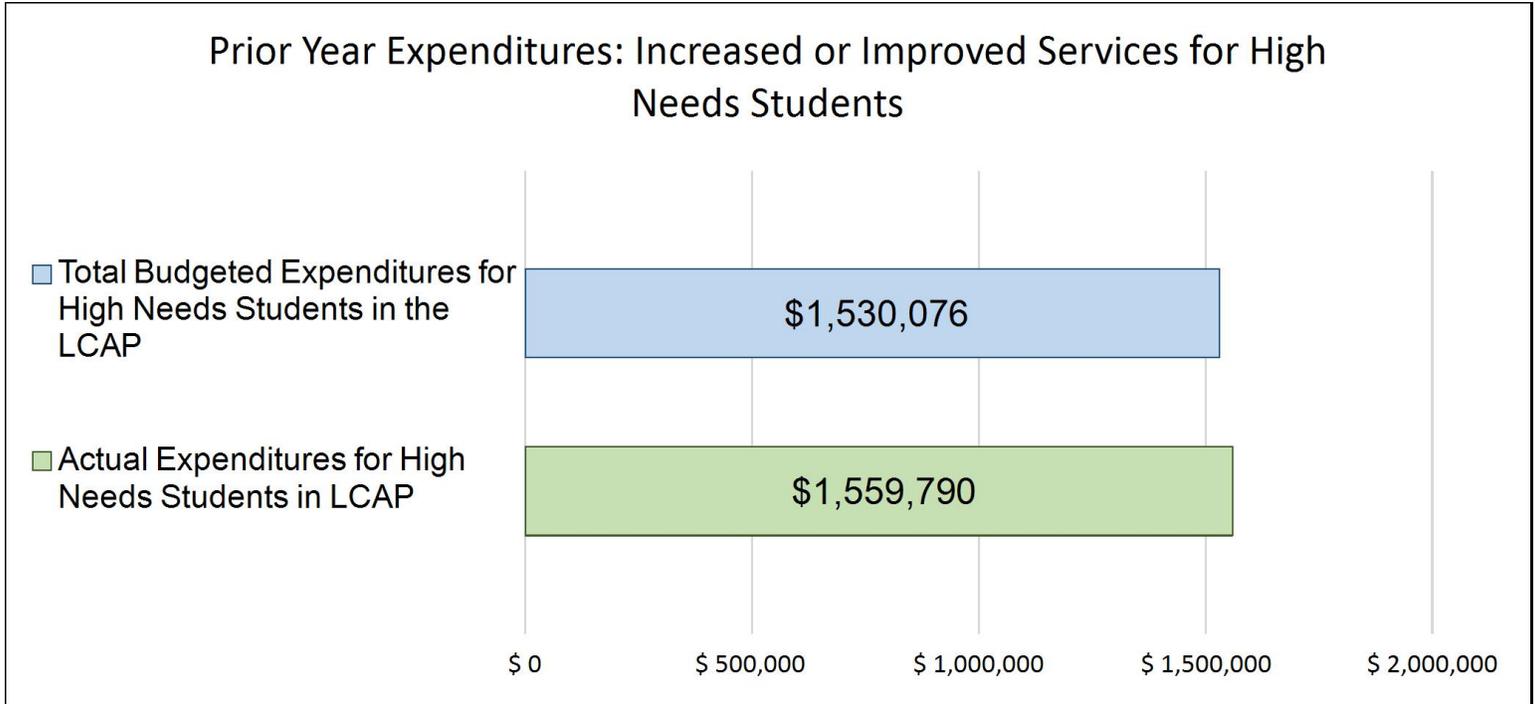
This chart compares what Summit Public School: Tahoma budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summit Public School: Tahoma estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Summit Public School: Tahoma's LCAP budgeted $1,530,076 for planned actions to increase or improve services for high needs students. Summit Public School: Tahoma actually spent $1,559,790 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Public School: Tahoma	Jonathan Stewart Executive Director	jstewart@summitps.org 408-729-7415

Plan Summary [2023-24]

General Information

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

Summit Public School: Tahoma (Summit Tahoma) opened its doors in fall 2011 to its first class of 100 San Jose students, after being approached in 2009 by students, parents, and community members about opening a Summit-model school in the area. Summit Tahoma graduated its first class in June 2015 and currently serves approximately 371 students in grades 9-12.

In the 2022-23 school year, 29.4% of our students qualify for free or reduced lunch, 8.9% are English learners, and 18.1% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (49.6%), White (21.8%), and Asian (13.2%), with smaller subgroups for two or more races and Black or African American.

The evolved mission of Summit Tahoma is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life.. Its small size, high-quality faculty, unique organization, innovative instruction, and personalized learning model support all students in successfully completing a rigorous, college-preparatory curriculum. Summit Tahoma families, students, and faculty attended numerous virtual public meetings in strong support of the school's successful five-year charter renewal in the 2020-2021 school year.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2022-2023 school year saw the release of the CA School Dashboard data for the first time since 2019. Summit Public Schools continues to focus our efforts on evaluating available state and local data to identify our LCAP areas of success and greatest need. Summit Tahoma believes in continuous improvement as a core activity, and we regularly revisit our systems and practices with an eye towards how effective they are at achieving our mission of preparing students for a four-year college and to be thoughtful, contributing members of society. With that in mind, we continue to be proud of the short-to-medium term successes that are tied most directly to that mission:

- 100% of students from the 2022 cohort graduated from high school in four years, compared to 87% statewide
- 83% of 12th grade students from the Class of 2022 were admitted to a four-year college
- 94% of graduates from the 2022 cohort met the University of California (UC) or California State University (CSU) a-g criteria, compared to 51% statewide

CA School Dashboard Data:
- ELA: As reported on the 2022 CA School Dashboard, our ELA Academic Indicator was at a High status for all student groups at 43.9 pts above standard.
- Graduation Rate Indicator: As reported on the 2022 CA School Dashboard, our Graduation Rate Indicator was at a Very High status for all student groups at 95.2%.

Unduplicated student groups saw similar success in the Class of 2022 as the overall cohort did:
- 94.3% of Socioeconomically Disadvantaged students in our 2022 cohort graduated in four years, compared to 84.5% of Socioeconomically Disadvantaged students statewide
- 67% of current or reclassified English Learners in our 2022 cohort were admitted to a four-year college
- 76% of Socioeconomically Disadvantaged students in our 2022 cohort were admitted to a four-year college

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Summit Public Schools continues to focus our efforts on evaluating available state and local data to identify our LCAP areas of need. Based on review and analysis of available state data and our internal tracking, we have identified several areas of low performance. Through the LCAP process and educational partner feedback, we will be implementing several actions to improve our performance moving forward that

will be included in our LCAP actions below.
Chronic Absenteeism: While Chronic Absenteeism was not reported on the CA School dashboard, at the end of last year our chronic absenteeism rate was 16%. To address the overall low performance in Chronic Absenteeism, Summit is continuing to invest in our Comprehensive Attendance and Absence Program (Action 3.4), with regular contacts to caregivers when students don't show up for school and more intensive interventions for students with high numbers of absences. In addition, we expect our deepening investment in building parent communities, through our Community Engagement Team and Parent Organization & Community Events (Action 3.1 and 3.7), to help improve attendance for students whose families we are able to strongly engage.

- EL Progress Indicator: As reported on the 2022 CA School Dashboard, our English Learner Indicator was at a Low status with 57.7% of students making progress toward English language proficiency. While we are 7% higher than the state average for English learners making progress toward proficiency, we dropped 7% from our performance on the 2019 CA School Dashboard. To address our drop in English proficiency, Summit will continue to take the steps outlined in our EL focus Goal of providing support that enable our English Learners to develop English proficiency and graduate college-ready. Our Deans of Curriculum and Instruction will work closely with staff to provide additional support to students scoring Levels 1-3 on the ELPAC, as well as any student scoring level 4 that may need some additional small group support (Action 4.1). This support will be dedicated toward reading comprehension and academic language instruction. In order to ensure our English Learners continue to have access to rigorous, standards-aligned materials, Summit continues to invest in differentiated materials across courses (Action 4.2). Teachers will be provided an increased amount of PD (Action 4.3 and 4.4) for teachers who work with English Learners focused on strengthening ELD integrated support and our robust designated program

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

A strong education is attentive to the whole person, not just a student's academic achievements. At Summit, our goal is for students to graduate and enter adulthood with a strong sense of their values and a commitment to show themselves and others care. In service of providing a strong education and being attentive to the whole person, over the last 18 months, Summit Public Schools has gone through a rigorous engagement process to create an updated and evolved mission, which we believe will help us better serve our students and families. Our revised mission is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life.

To achieve this mission, we are making some important shifts in the way we operate. We recognize that every school community is unique, with its own strengths, challenges, and opportunities. To better support local control and decision-making that is closer to students and families, we will be giving more autonomy, resources, and accountability to school sites.

This means that each school will have more control over its own budget, staffing, curriculum, and programs. We believe that this will help us better meet the needs of our diverse student body and create a more engaging and personalized learning experience for each student.

Our four LCAP goals reflect the crucial aspects of our approach to fulfilling our evolved mission and will remain the same for the final year of the 2021-2024 LCAP Cycle:

Goal 1: Summit Model: All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.
Goal 2: Common Core: All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum.
Goal 3: Community: Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning.
Goal 4: Diverse Learners: Summit provides support that enables English Language Learners to develop English proficiency and graduate college-ready

While we will maintain our LCAP goals, in order to more accurately support Summit's evolved mission, we will make several shifts to the LCAP Actions outlined throughout our plan.
We are making a few shifts in the roles that support our College Readiness Program (Action 1. 7), Expeditions (Action 1.5), and Habits of Success (1.6). For the school year 23-24 LCAP. We will no longer have the College Readiness Manager and Director of College Readiness roles and are moving to a Director of Learning Experience and Director of Expeditions. In order to fully put our evolved Mission "to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life" into action, we believe these new roles will provide the support and expertise to empower our school sites and students in identifying the chosen concrete next step that best meets the needs of our students and their families.
Many of our Actions that our core to the Summit program will continue through the 23-24 school year as we are proud of the progress we are seeing. We introduced a new action in our first year of this LCPA cycle and will continue the emphasis of our Anti-Bias Anti-Racist (ABAR) Practices and Programming (Action 3.8) — which reflects an organization-wide commitment to equity in teaching and mentoring practices.
We are revisiting our math and literacy interventions (Action 1.3 and 1.4) after analyzing our data from our first two years back on campus after COVID-19 began in March 2020. By revisiting and adjusting our interventions, we hope to better integrate their content and learning strategies with the authentic project work happening in core academic classes.
In order to focus on the whole child, we will recommit and place additional emphasis on our mentor meetings to support students and families review and set annual goals (Action 3.3), comprehensive attendance and absence program (Action 3.4), our multi-tiered system of supports with an emphasis on Tier 2 and 3 supports (Action 3.5), and our mental and behavioral health supports (Action 3.6)as we've seen the need for increased support with the return to in person instruction.

We believe that these changes will enable us to better fulfill our mission and provide a high-quality education that prepares every student for success in college, career, and life. We are committed to working closely with our families to ensure that every student has the support they need to thrive.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

The school leadership team met with Educational Partners throughout the 22-23 school year to review the LCAP goals, actions and the progress being made toward achieving our LCAP goals. Community members were notified of engagement opportunities to provide input and feedback on the site LCAP through school email communications, newsletters, texts, and other direct outreach with parent groups. For those who could not attend or simply wanted a different option for participation, the school included an opportunity to share feedback via a link directly provided on the school website and through 1:1 conversations with leadership. Please see below for additional opportunities in which educational partners have been engaged throughout our LCAP process:

- Family input was collected through the annual family survey which the school distributed in April via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement.
- SSC/ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. - - Parents shared what was and was not working about our program and Actions outlined in the LCAP and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs.
- Student input towards Actions was collected primarily through our student survey which was sent out in the spring of 2023
- Another critical educational partner that provided feedback on LCAP goals, actions, and the needs of the school as they pertain to student outcomes were the school faculty. Throughout the year, faculty participate in Leadership Team meetings and discuss mission critical actions for the school. In May, the school Directors collected additional feedback specific to the reflection of the LCAP goals and actions from faculty.
- SELPA - Our LCAP was sent to our SELPA for review and comment in June
- Public Board Hearing - we held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on 6/8

Educational Partners were well aligned to the goals and actions proposed and most feedback suggested resonance with the direction of the LCAP. This supported the final budget allocations made against the actions and services reflected in the final LCAP.

A summary of the feedback provided by specific educational partners.

Throughout this engagement process, several themes emerged from our educational partner groups:
Families and Community
Appreciation for expanding independent study opportunities to lower grade levels. It allows students to discover passions, what they enjoy, and grow.
Teachers have good engagement with students and they feel well supported in class.
Mentors are supportive and guide students through their classes, creating a positive relationship with their mentees.

Project-based curriculum allows students to apply their class material to the real world

The curriculum is engaging for students and allows room for them to apply their own interests

Some families expressed feeling disconnected from other families and students

Faculty

Staff identified the following areas of success as outlined in the LCAP: Attracting and retaining teachers, low teacher vacancies, improved math intervention, literacy interventions, promoting habits of success, Collaboration with 11th and 12th grade mentors for college readiness and concrete next steps, and PD for 11th/12th grade mentors for college support, 9th grade curriculum, strong communication with families, and targeted EL instruction within core classes

Staff identified the following areas as growth areas for SY 23-24: Professional development has been significantly weaker than what it's been in the past. PDs used to be differentiated based on subjects and what skills they already have, more support, as mentors, on supporting students, Students not attending office hours as regularly as they should be, more consistent implementation of our multi-tiered support plan, additional support to accelerate English language growth in 9th grade, additional student activities, expanded mental health supports, Continue looking for opportunities to make our curriculum relevant and culturally inclusive, Continue developing our pathway for students on the diploma track

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a public charter school, and consequently a school of choice, stakeholder feedback is central to every element of our program. More than that, we understand that our school will only be able to achieve our mission if we are constantly reflecting on how we are meeting the needs of each and every student. Because our school is part of an integrated network of seven schools in the Bay Area, with an aligned model reflected in each of our charter petitions, and supported by a network home office team, we work together across LEAs to develop goals and actions that surface learning from multiple perspectives. We are also very intentional about engaging with our unique local communities and deeply value the feedback and input we receive directly from our families, students and faculty. This input was considered when determining the allocation of resources towards specific actions and how we may modify our actions for SY 23-24 to meet the needs of our students and families.

This year, we continued to refine our LCAP development process so that we could best incorporate the diversity of feedback from all educational partners as we develop our actions and services. We continued to hear from multiple education partners, inclusive of our families and authorizers, the need to further support our multi-language learners and decrease disproportionate outcomes for our English learner population. In response to this ongoing feedback, we will continue with our Goal #4: "Summit provides support that enables English Language Learners to develop English proficiency and graduate college-ready." We will continue to monitor, analyze, and invest in our English Language Development (ELD) Designated Instruction block (Action 4.1), alongside stronger integrated support in our curriculum and professional development for teachers of English Learners (Action 4.3 and 4.4).

Similarly, feedback concerning professional development was very influential, primarily from our staff and faculty. Summit continues to be committed to being an Anti-Bias Anti-Racist (ABAR) organization, and over the course of the past school year, Summit faculty and leaders

have engaged with developing an ABAR framework for the organization. It is critical to us that all of our plans reflect this shared community value. Our staff have expressed the need to continue this important work with additional focus on building capacity and ensuring our ABAR practices are embedded into the program, which will be incorporated throughout the PD cycle for SY 23-24. We will emphasize Action 3.8 to ensure all teachers engage in ABAR teaching and mentoring practices, for all employees to continue working on and revising their personal development and knowledge development in this area, and for our school to facilitate additional ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.

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Goals and Actions

Goal

Goal #	Description
1	(Summit Model) All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.

An explanation of why the LEA has developed this goal.

At Summit, we strive to ensure that all students are prepared for success in a four-year college and to be thoughtful, contributing members of society. Drawing on extensive academic research outlined in The Science of Summit white paper, we focus on developing in our students the cognitive skills, content knowledge, habits of success, and sense of purpose that are essential for the well-being and success of students throughout their lives. This goal and the associated metrics capture the short-to-medium-term outcomes that indicate success in achieving our long-term mission, and the actions below represent many of the pillars of our model we believe give us the best chance of achieving long-term success for students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Students admitted to a 4-year college	All students: 95% Asian students: 100% Hispanic or Latino students: 91% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 91% Students with disabilities: 82%	All students: 97% Asian students: 100% Black or African American students: 94% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 98% Students with disabilities: 100%	All students: 83% Asian students: 89% Black or African American students: 100% Two or more races students: 79% White students: 82% English Learners: 67% Socioeconomically Disadvantaged students: 76% Students with disabilities: 79%		All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: Class of 2020	Data from: Class of 2021	Data from: Class of 2022		
Priority 4 - Pupil Achievement: Graduates attending a 2-year or 4-year college 12 months after graduation ("college-going rate")	88% Baseline data from: Class of 2018	79% Data from: Class of 2021	75.9% Data from: Dataquest 2019-20 College Going Rate		85%
Priority 5 - Pupil Engagement: High school graduation rate	All students: 96% Asian students: n/a Hispanic or Latino students: 100% Two or more races students: n/a White students: 88% English Learners: n/a Socioeconomically Disadvantaged students: 97% Students with disabilities: 93% Baseline data from: Class of 2020	All students: 96% Asian students: 100% Hispanic or Latino students: 92% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 93% Students with disabilities: 91% Data from: Class of 2021	All students: 100% Asian students: 100% Hispanic or Latino students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: Class of 2022		All students: 98% Asian students: 98% Hispanic or Latino students: 98% Two or more races students: 98% White students: 98% English Learners: 98% Socioeconomically Disadvantaged students: 98% Students with disabilities: 95%
Priority 2 - State Standards and Priority 8 - Other Pupil Outcomes: Students on-track for college and career readiness, as demonstrated by	All students: 71% Asian students: 93% Hispanic or Latino students: 59% Two or more races students: 85% White students: 77%	• All students: 48% Fully Prepared, 43% Prepared With Extra	• All students: 47% Fully Prepared, 43% Prepared With Extra		All students: 80% Asian students: 90% Hispanic or Latino students: 70% Two or more races students: 80% White students: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	English Learners: 59% Socioeconomically Disadvantaged students: 60% Students with disabilities: 58% Baseline data from: SY 2020-21 as of April 1st, 2021	Effort & Support • Asian students: 82% Fully Prepared, 14% Prepared With Extra Effort & Support • Hispanic or Latino students: 31% Fully Prepared, 56% Prepared With Extra Effort & Support • Two or more races students: 68% Fully Prepared, 29% Prepared With Extra Effort & Support • White students: 55% Fully Prepared,	Effort & Support • Asian students: 70% Fully Prepared, 25% Prepared With Extra Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 52% Prepared With Extra Effort & Support • Two or more races students: 71% Fully Prepared, 23% Prepared With Extra Effort & Support • White students: 53% Fully Prepared,		English Learners: 70% Socioeconomically Disadvantaged students: 70% Students with disabilities: 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		38% Prepared With Extra Effort & Support • English Learners: 23% Fully Prepared, 61% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 34% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 32% Fully Prepared, 59% Prepared With Extra Effort & Support	44% Prepared With Extra Effort & Support • English Learners: 11% Fully Prepared, 71% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 33% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 23% Fully Prepared, 61% Prepared With Extra Effort & Support		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data from: SY 2020-21 EOY	Data from: SY 2021-22 EOY		
Priority 8 - Other Pupil Outcomes: Students within one Power Focus Area of on-track in core courses	80% Baseline data from: SY 2020-21 as of April 1st, 2021	100% Data from: SY 2020-21 EOY	100% Data from: SY 2021-22 EOY		85%
Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year	100% Baseline data from: SY 2020-21	100% Data from: SY 2021-22	100% Data from: SY 2022-23		100%
Priority 4 - Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments in ELA	All students: 63% Asian students: n/a Hispanic or Latino students: 49% Two or more races students: n/a White students: 80% English Learners: n/a Socioeconomically Disadvantaged students: 43% Students with disabilities: 23% Baseline data from: SY 2018-19	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and used a local assessment instead.	All students: 70% Asian students: 69% Hispanic or Latino students: 62% Two or more races students: 100% White students: 82% English Learners: 14% Socioeconomically Disadvantaged students: 50% Students with disabilities: 33% Data from: SY 2021-22		All students: 68% Asian students: 60% Hispanic or Latino students: 57% Two or more races students: 60% White students: 75% English Learners: 50% Socioeconomically Disadvantaged students: 50% Students with disabilities: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	• All students: 52% Fully Prepared, 46% Prepared With Extra Effort & Support • Asian students: 73% Fully Prepared, 27% Prepared With Extra Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 64% Prepared With Extra Effort & Support • Two or more races students: 73% Fully Prepared, 27% Prepared	• All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support • Asian students: 79% Fully Prepared, 21% Prepared With Extra Effort & Support • Hispanic or Latino students: 37% Fully Prepared, 62% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared	• All students: 45% Fully Prepared, 42% Prepared With Extra Effort & Support • Asian students: 63% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 33% Fully Prepared, 50% Prepared With Extra Effort & Support • Two or more races students: 66% Fully Prepared, 26% Prepared		• All students: 55% Fully Prepared, 45% Prepared With Extra Effort & Support • Asian students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	With Extra Effort & Support • White students: 72% Fully Prepared, 28% Prepared With Extra Effort & Support • English Learners: 15% Fully Prepared, 79% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 44% Fully Prepared, 54% Prepared With Extra Effort & Support • Students with disabilities: 33% Fully	With Extra Effort & Support • White students: 67% Fully Prepared, 33% Prepared With Extra Effort & Support • English Learners: 19% Fully Prepared, 81% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 45% Fully Prepared, 55% Prepared With Extra Effort & Support • Students with disabilities: 35% Fully	With Extra Effort & Support • White students: 51% Fully Prepared, 40% Prepared With Extra Effort & Support • English Learners: 20% Fully Prepared, 57% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 34% Fully Prepared, 45% Prepared With Extra Effort & Support • Students with disabilities: 24% Fully		With Extra Effort & Support • White students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • English Learners: 25% Fully Prepared, 75% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 50% Fully Prepared, 50% Prepared With Extra Effort & Support • Students with disabilities: 40% Fully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Prepared, 65% Prepared With Extra Effort & Support Baseline data from: SY 2019-20	Prepared, 65% Prepared With Extra Effort & Support Data from: SY 2020-21 EOY	Prepared, 50% Prepared With Extra Effort & Support Data from: SY 2021-22 EOY		Prepared, 60% Prepared With Extra Effort & Support
Priority 4 - Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments in Math	All students: 38% Asian students: n/a Hispanic or Latino students: 19% Two or more races students: n/a White students: 60% English Learners: n/a Socioeconomically Disadvantaged students: 17% Students with disabilities: 15% Baseline data from: SY 2018-19	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and used a local assessment instead.	All students: 40% Asian students: 62% Hispanic or Latino students: 23% Two or more races students: 75% White students: 50% English Learners: 14% Socioeconomically Disadvantaged students: 29% Students with disabilities: 33% Data from: SY 2021-22		All students: 50% Asian students: 35% Hispanic or Latino students: 35% Two or more races students: 35% White students: 60% English Learners: 30% Socioeconomically Disadvantaged students: 30% Students with disabilities: 30%
Priority 4 - Pupil Achievement: Students on-track for college and career readiness in math, as demonstrated by	• All students: 50% Fully Prepared, 47% Prepared	• All students: 52% Fully Prepared, 46% Prepared	• All students: 58% Fully Prepared, 43% Prepared		• All students: 55% Fully Prepared, 45% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Common Core-aligned math concept performance evaluated using rubric-based assessments	With Extra Effort & Support • Asian students: 76% Fully Prepared, 24% Prepared With Extra Effort & Support • Hispanic or Latino students: 29% Fully Prepared, 65% Prepared With Extra Effort & Support • Two or more races students: 71% Fully Prepared, 29% Prepared With Extra Effort & Support • White students: 69% Fully	With Extra Effort & Support • Asian students: 82% Fully Prepared, 18% Prepared With Extra Effort & Support • Hispanic or Latino students: 31% Fully Prepared, 64% Prepared With Extra Effort & Support • Two or more races students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • White students: 64% Fully	With Extra Effort & Support • Asian students: 75% Fully Prepared, 25% Prepared With Extra Effort & Support • Hispanic or Latino students: 47% Fully Prepared, 52% Prepared With Extra Effort & Support • Two or more races students: 73% Fully Prepared, 23% Prepared With Extra Effort & Support • White students: 65% Fully		With Extra Effort & Support • Asian students: 70% Fully Prepared, 30% Prepared With Extra Effort & Support • Hispanic or Latino students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Two or more races students: 65% Fully Prepared, 35% Prepared With Extra Effort & Support • White students: 65% Fully

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Prepared, 28% Prepared With Extra Effort & Support • English Learners: 22% Fully Prepared, 66% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 35% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 31% Fully Prepared, 64% Prepared With Extra Effort & Support	Prepared, 33% Prepared With Extra Effort & Support • English Learners: 23% Fully Prepared, 73% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 38% Fully Prepared, 61% Prepared With Extra Effort & Support • Students with disabilities: 26% Fully Prepared, 67% Prepared With Extra Effort & Support	Prepared, 44% Prepared With Extra Effort & Support • English Learners: 33% Fully Prepared, 71% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 349% Fully Prepared, 51% Prepared With Extra Effort & Support • Students with disabilities: 33% Fully Prepared, 61% Prepared With Extra Effort & Support		Prepared, 35% Prepared With Extra Effort & Support • English Learners: 30% Fully Prepared, 70% Prepared With Extra Effort & Support • Socioeconomically Disadvantaged students: 40% Fully Prepared, 60% Prepared With Extra Effort & Support • Students with disabilities: 40% Fully Prepared, 60% Prepared With Extra Effort & Support

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2019-20	Data from: SY 2020-21 EOY	Data from: SY 2021-22 EOY		
Priority 1 - Basic: Teachers appropriately credentialed	83% Baseline data from: SY 2020-21	California has delayed the release of this data from the SARC	61.8% Data from: 21-22 SARC		100%
Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher	All students: 39% Asian students: 38% Hispanic or Latino students: 32% Two or more races students: 67% White students: 50% English Learners: n/a Socioeconomically Disadvantaged students: 44% Students with disabilities: 25% Baseline data from: Class of 2020	All students: 44% Asian students: 58% Black or African American students: 25% Hispanic or Latino students: 39% Two or more races students: 30% White students: 38% English Learners: 25% Socioeconomically Disadvantaged students: 47% Students with disabilities: 11% Data from: Class of 2021	All students: 34% Asian students: 55% Black or African American students: 0% Hispanic or Latino students: 22% Two or more races students: 75% White students: 43% English Learners: 0% Socioeconomically Disadvantaged students: 24% Students with disabilities: 20% Data from: Class of 2022		All students: 45% Asian students: 45% Hispanic or Latino students: 45% Two or more races students: 45% White students: 45% English Learners: 45% Socioeconomically Disadvantaged students: 45% Students with disabilities: 35%
Priority 4 - Pupil Achievement: Graduates not requiring remediation	All students: 35% Asian students: 54% Hispanic or Latino students: 15%	Due to virtual school, we did not administer the Smarter Balanced exam in 2020-21 and	Data not available for class of 2022		All students: 40% Asian students: 50% Hispanic or Latino students: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on Early Assessment Program	Two or more races students: 67% White students: 64% English Learners: 0% Socioeconomically Disadvantaged students: 22% Students with disabilities: 17% Baseline data from: Class of 2020	used a local assessment instead.			Two or more races students: 60% White students: 60% English Learners: 20% Socioeconomically Disadvantaged students: 30% Students with disabilities: 25%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$120,674.00	No
1.2	Teacher Support and Professional Development	Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. The Chief Academic Officer and other strategic partners provide coaching and technical training to	$34,555.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support school Directors and Deans in their roles as instructional leaders.		
1.3	Literacy Intervention	At Summit we believe that all students are capable of reaching commencement level outcomes by the time that they graduate, but we also realize that students come to our schools with different levels of readiness and with unique skills and needs. Our literacy intervention, Summit Reads, provides targeted support for all students, who engage in accelerated work focusing on making progress towards grade-level outcomes. Programming in Summit Reads is designed to provide students with time to build reading habits and identity, while creating access to grade-level work. Using progress on cognitive skills, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in Designated Instruction or learning centers as appropriate to their learning needs. The reading content and strategies driving Summit Reads at different tiers will be identified by the grade-level team and can be adjusted based on upcoming project work.	$46,410.00	Yes
1.4	Math Intervention	Similar to our literacy intervention, our math intervention, Summit Solves, will also provide students with more time to engage in math, while providing different levels of teacher support based on student needs. Grade-level teams will also plan this intervention in 6-8 week cycles and assign students to tiers of support based on math concept data. This extra math practice and support will help students build their math identity, while reinforcing and growing students' habits, mindsets, and skills. Using progress on concept scores, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to	$57,923.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in learning centers as appropriate to their learning needs. The math content and strategies driving Summit Solves at different tiers will be identified by the grade-level team and can be adjusted based on upcoming work.		
1.5	Expeditions	Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes: 1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via annual Career Days and through Internships as they explore their passions towards their Concrete Next Step 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course and study trip to colleges every year starting in freshman year 5) Students have an opportunity to obtain support on core academic course work and enhance their learning.	$460,161.00	Yes
1.6	Habits of Success Program	Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, self-directed learning	$464,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		time, and mentorship to help students continually develop their habits of success.		
1.7	College Process Support	Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstances. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. 2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 3) Director of Expeditions: The Director is an expert on the college application process and the college transition process. They support the Administrators of the school by keeping an eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works closely with the Deans of Expeditions on sites to support students on their Concrete Next Steps.. 4) Mentors The Mentor supports their mentor group at Summit Public Schools in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The Mentor''s primary focus is to support students who will be the first to attend college in their families. 5) Concrete Next Steps program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action).	$20,100.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

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

In-house mentors support new teachers during induction, and all teachers receive substantial professional development time throughout the year, including coaching from school administrators. Literacy and math interventions, Summit Reads and Summit Solves, respectively, provide targeted support to students in 6-8 week cycles based on cognitive and concept scores. The Expeditions program, divided into four 2-week blocks throughout the year, offers students opportunities to explore their passions, seek volunteer opportunities, make community partnerships, and have immersive real-world experiences. The Habits of Success program successfully integrated habits critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, throughout project work, self-directed learning time, and mentorship. The school's extensive college process support program set the expectation that all graduates of Summit will be accepted into a 4-year college and includes mentoring by teachers, support from school administrators and the Director of College Readiness, and college information nights for students and parents, including providing financial aid information and assistance.

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

Our implemented actions have been mostly effective in making progress toward our goal of "All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing

members of society." The vast majority of our class of 2022 graduates have gone on to enroll in 4-year college, and students in all grade levels made significant academic and personal growth.

The two areas that continue to be a growth area for Summit are in teacher retention and teacher vacancies, but we continued to attract and maintain a high quality teaching faculty throughout the year.

We continue to assess students regularly on Common Core-aligned Cognitive Skills, Math Concepts, and Content Knowledge; delivered our Summit Reads literacy intervention and Summit Solves numeracy interventions for students who needed them. The implementation of our intervention actions were effective as demonstrated by: 45% of students on track for college and career readiness in English and 58% of students on track for college and career readiness in Math.

Teachers continued to receive regular coaching and deep PD, including specific PD on how to support students not only academically, but socially and emotionally as well to promote continued development of Habits of Success.

Our college support program, inclusive of the excellent work from our mentors, Director of Dean of Students, and the Director of College Readiness, continue to be extremely effective as our class of 2022 had a: 100% graduation rate and 83% of students were admitted to a 4-year college.

We believe that all students are capable of reaching commencement level outcomes by the time that they graduate, but we also realize that students come to our schools with different levels of readiness and with unique skills and needs. Our literacy and math intervention provide students with more time to engage in math and reading, while providing different levels of teacher support based on student needs. As a result of the effective and consistent implementation of our intervention programs, we have seen improved outcomes on Students scoring Proficient or higher on Smarter Balanced assessments in ELA and Math: 69.14% proficient or higher on Smarter Balanced Assessment in ELA and 41.46% in Math

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

Based on educator partner feedback and input, and LCAP data analysis, we will maintain the majority of our Actions for the final year of our 3-Year LCAP. While we successfully implemented our actions as planned, we realize there are changes to be made. We will maintain and strengthen the majority of the Actions currently in place along with all metrics as we are seeing progress toward our 3-year outcomes that we desire. We are making a few shifts in the roles that support our College Readiness Program (Action 1. 7), Expeditions (Action 1.5), and Habits of Success (1.6). For the school year 23-24 LCAP, we will no longer have the College Readiness Manager and Director of College Readiness roles and are moving to a Director of Learning Experience and Director of Expeditions. In order to fully put our evolved Mission "to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life" into action, we believe these new roles will provide the support and expertise to empower our school sites and students in identifying the chosen concrete next step that best meets the needs of our students and their families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Summit's Cognitive Skills and overall curriculum are rooted in the most prominent national and international frameworks of academic standards in current use, and we partnered with the Stanford Center for Assessment, Learning and Equity (SCALE) to develop and validate Common Core-aligned rubrics for assessing the projects that make up the core of our coursework. This goal seeks to track that 100% students have access to this Common Core-aligned curriculum and the courses that enable them to complete the UC A-G course requirements before graduation. When this curriculum, including AP courses, is completed successfully, most of our students should graduate ready for college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Graduates who are college or career ready	All students: 63% Asian students: n/a Hispanic or Latino students: 60% Two or more races students: n/a White students: 69% English Learners: n/a Socioeconomically Disadvantaged students: 69% Students with disabilities: 36% Baseline data from: Class of 2020	Due to the COVID-19 pandemic, the California Department of Education did not calculate the College/Career Indicator (CCI) for the Class of 2021	The California Department of Education did not calculate this indicator for the 2021-22 school year.		All students: 67% Asian students: 67% Hispanic or Latino students: 65% Two or more races students: 67% White students: 67% English Learners: 45% Socioeconomically Disadvantaged students: 69% Students with disabilities: 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 - Course Access: Students enrolled in course schedule that enables UC A-G completion (excluding students with modified graduation requirements in an IEP)	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2021-22	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2022-23		All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%
Priority 1 - Basic: Pupils with access to standards-aligned instructional materials	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2021-22	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2022-23		All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Common Core Common Assessment Plan	Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Projects are evaluated using Cognitive Skill rubrics that were externally validated and developed in partnership with assessment experts at the Stanford Center for Assessment, Learning and Equity (SCALE). Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, clarifying assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning.	$36,691.00	Yes
2.2	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.	$97,252.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Summit Learning Platform Access and Rostering	Summit's Data Team supports school leaders in managing the scheduling process and maintaining rosters in the online Summit Learning Platform, which teachers use for assigning and grading projects, tracking student progress, and administering content assessments.	$16,128.00	No

Goal Analysis [2022-23]

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

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

The Actions we set out to achieve for Goal 2: All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum have been successfully implemented during the 22-23 school year. We implemented a Common Core Common Assessment Plan that aligns projects and content assessments with the Common Core, and teachers collaboratively plan, execute, and provide feedback on the projects. This helped students meet proficiency standards, and the work they do is more authentic to real-world skills. We also support curriculum management and allow teachers to make changes to the curriculum to support student needs. The Data Team supported school leaders in managing scheduling and maintaining rosters in the online Summit Learning Platform, which teachers use for assigning and grading projects, tracking student progress, and administering content assessments. To bridge the digital divide, Summit provides increased access to curriculum, technology, and internet before and after school to students, especially low-income students.

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

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 2

An explanation of how effective the specific actions were in making progress toward the goal.

We were able to implement our Actions with a high degree of effectiveness toward ensuring all students are on track to graduate while completing a rigorous, Common Core-aligned curriculum. Our extended school day gave students the opportunity to access the curriculum, technology, and internet before and after school hours; teachers fully executed the common core assessment plan enabling students to gain more authentic real world skills and better meet the Common Core proficiency standards; and our teachers received the curriculum

management support in order to make changes to the curriculum needed to effectively support the individual needs of their students. The effectiveness of our actions is demonstrated by:

- 94% of students meeting A-G completion
- 100% of scholars enrolled in a broad course of study and with access to standards-aligned materials.

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

As a result of the LCAP reflection process, educational partner engagement, and progress we've seen toward our desired outcomes, we will maintain our goal, metrics, and actions for the 23-24 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	(Community) Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning.

An explanation of why the LEA has developed this goal.

Preparing a diverse student population for success in a four-year college and life beyond is not something that can be done by teachers and school leaders alone. Building a school community that is safe, welcoming, and engaging for students and that successfully makes families partners in the academic and personal growth of their children is crucial to student well-being and long-term success. This goal seeks to encapsulate the many actions we take to build just such a school community, while surfacing the metrics that would reveal how successful we are at achieving that objective.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: Average Daily Attendance (ADA)	All students: 93% Asian students: 96% Hispanic or Latino students: 92% Two or more races students: 95% White students: 94% English Learners: 92% Socioeconomically Disadvantaged students: 91% Students with disabilities: 91%	All students: 92% Asian students: 95% Hispanic or Latino students: 89% Two or more races students: 92% White students: 95% English Learners: 92% Socioeconomically Disadvantaged students: 88% Students with disabilities: 92% Data from: SY 2021-22 through 4/1/2022	All students: 91% Asian students: 94% Hispanic or Latino students: 88% Two or more races students: 90% White students: 94% English Learners: 90% Socioeconomically Disadvantaged students: 87% Students with disabilities: 92% Data from: SY 2022-23 through 5/19/23		All students: 95% Asian students: 95% Hispanic or Latino students: 95% Two or more races students: 95% White students: 95% English Learners: 95% Socioeconomically Disadvantaged students: 95% Students with disabilities: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2020-21 as of April 1st, 2021				
Priority 5 - Pupil Engagement: Chronic absenteeism rate	All students: 12% Asian students: 5% Hispanic or Latino students: 16% Two or more races students: 9% White students: 10% English Learners: 14% Socioeconomically Disadvantaged students: 21% Students with disabilities: 17% Baseline data from: SY 2020-21 as of April 1st, 2021	All students: 15% Asian students: 3% Hispanic or Latino students: 20% Two or more races students: 9% White students: 12% English Learners: 18% Socioeconomically Disadvantaged students: 24% Students with disabilities: 18% Data from: SY 2021-22 through 4/1/2022	All students: 32% Asian students: 19% Hispanic or Latino students: 44% Two or more races students: 26% White students: 23% English Learners: 31% Socioeconomically Disadvantaged students: 43% Students with disabilities: 34% Data from: SY 2022-23 through 5/19/23		All students: 8% Asian students: 8% Hispanic or Latino students: 8% Two or more races students: 8% White students: 8% English Learners: 8% Socioeconomically Disadvantaged students: 8% Students with disabilities: 8%
Priority 5 - Pupil Engagement: Middle school dropout rate	n/a	n/a	n/a		n/a
Priority 5 - Pupil Engagement: High school dropout rate	All students: 4% Asian students: n/a Hispanic or Latino students: 0% Two or more races students: n/a White students: 13% English Learners: n/a	All students: 2% Asian students: 0% Hispanic or Latino students: 2% White students: 0% English Learners: 0%	All students: 0% Asian students: 0% Hispanic or Latino students: 0% White students: 0% English Learners: 0%		All students: 3% Asian students: 3% Hispanic or Latino students: 3% Two or more races students: 3% White students: 3% English Learners: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged students: 3% Students with disabilities: 7% Baseline data from: SY 2019-20	Socioeconomically Disadvantaged students: 3% Students with disabilities: 4% Data from: SY 2020-21	Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Data from: SY 2022-23		Socioeconomically Disadvantaged students: 3% Students with disabilities: 3%
Priority 6 - School Climate: Pupil Suspension Rate	All students: 0% Asian students: 0% Hispanic or Latino students: 0% Two or more races students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Baseline data from: SY 2020-21 as of April 1st, 2021	All students: 0% Asian students: 0% Hispanic or Latino students: 0% Two or more races students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0% Data from: SY 2020-21 EOY	All students: 1.7% Asian students: 2% Hispanic or Latino students: 2% Two or more races students: 0% White students: 2.2% English Learners: 2.3% Socioeconomically Disadvantaged students: 2.4% Students with disabilities: 2.8% Data from: SY 2022-23 EOY		All students: 2% Asian students: 2% Hispanic or Latino students: 2% Two or more races students: 2% White students: 2% English Learners: 2% Socioeconomically Disadvantaged students: 2% Students with disabilities: 2%
Priority 6 - School Climate: Pupil Expulsion Rate	0% Baseline data from: SY 2020-21 as of April 1st, 2021	0% Data from: SY 2021-22	0% Data from: SY 2022-23		0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parental Involvement: Parents/families having a family meeting with student's mentor	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Baseline data from: SY 2020-21	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2020-21	All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100% Data from: SY 2022-23		All students: 100% Asian students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%
Priority 6 - School Climate: Families responding positively to "I feel my child is physically safe at school" on family survey	All families: 80% Families of unduplicated students: 87% Baseline data from: SY 2020-21	All families: 87% Families of unduplicated students: 85% Data from: SY 2021-22	All families: 87% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 85% Families of unduplicated students: 85%
Priority 6 - School Climate: Families responding positively to "I feel my child is emotionally safe at school" on family survey	All families: 82% Families of unduplicated students: 89% Baseline data from: SY 2020-21	All families: 87% Families of unduplicated students: 85% Data from: SY 2021-22	All families: 87% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 87% Families of unduplicated students: 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to "I feel connected to my student's school" on family survey	All families: 75% Families of unduplicated students: 96% Baseline data from: SY 2020-21	All families: 81% Families of unduplicated students: 77% Data from: SY 2021-22	All families: 73% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 80% Families of unduplicated students: 90%
Priority 3 - Parental Involvement: Families responding positively to "I understand my student's academic performance and progress in school" on family survey	All families: 93% Families of unduplicated students: 100% Baseline data from: SY 2020-21	All families: 94% Families of unduplicated students: 92% Data from: SY 2021-22	All families: 92% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 95% Families of unduplicated students: 95%
Priority 3 - Parental Involvement: Families responding positively to "I understand what I can do to support my student academically" on family survey	All families: 96% Families of unduplicated students: 100% Baseline data from: SY 2020-21	All families: 93% Families of unduplicated students: 92% Data from: SY 2021-22	All families: 89% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 95% Families of unduplicated students: 95%
Priority 3 - Parental Involvement: Families responding positively to "My student's school uses my feedback when making decisions" on family survey	All families: 63% Families of unduplicated students: 80% Baseline data from: SY 2020-21	All families: 64% Families of unduplicated students: 85% Data from: SY 2021-22	All families: 58% Families of unduplicated students: 100% Data from: SY 2022-23		All families: 70% Families of unduplicated students: 75%
Priority 6 - School Climate: Students	All students: 89% Asian students: 94%	All students: 93% Asian students: 90%	All students: 94% Asian students: 94%		All students: 92% Asian students: 92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
responding positively to "There is at least one adult at my school that I trust" on student survey	Hispanic or Latino students: 84% Two or more races students: 83% White students: 94% English Learners: 79% Socioeconomically Disadvantaged students: 84% Students with disabilities: 89% Baseline data from: SY 2020-21	Hispanic or Latino students: 92% Two or more races students: 90% White students: 99% English Learners: 93% Socioeconomically Disadvantaged students: 93% Students with disabilities: 92% Data from: SY 2021-22	Hispanic or Latino students: 92% Two or more races students: 91% White students: 98% English Learners: 92% Socioeconomically Disadvantaged students: 94% Students with disabilities: 93% Data from: SY 2022-23		Hispanic or Latino students: 92% Two or more races students: 92% White students: 92% English Learners: 92% Socioeconomically Disadvantaged students: 92% Students with disabilities: 92%
Priority 6 - School Climate: Students responding positively to "I feel physically safe at school" on student survey	All students: 93% Asian students: 93% Hispanic or Latino students: 93% Two or more races students: 92% White students: 92% English Learners: 97% Socioeconomically Disadvantaged students: 90% Students with disabilities: 97% Baseline data from: SY 2020-21	All students: 92% Asian students: 94% Hispanic or Latino students: 94% Two or more races students: 94% White students: 87% English Learners: 93% Socioeconomically Disadvantaged students: 92% Students with disabilities: 83% Data from: SY 2021-22	All students: 91% Asian students: 93% Hispanic or Latino students: 94% Two or more races students: 93% White students: 83% English Learners: 97% Socioeconomically Disadvantaged students: 93% Students with disabilities: 82% Data from: SY 2022-23		All students: 95% Asian students: 95% Hispanic or Latino students: 95% Two or more races students: 95% White students: 95% English Learners: 95% Socioeconomically Disadvantaged students: 95% Students with disabilities: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate: Students responding positively to "I feel emotionally safe at school" on student survey	All students: 87% Asian students: 89% Hispanic or Latino students: 85% Two or more races students: 88% White students: 90% English Learners: 90% Socioeconomically Disadvantaged students: 88% Students with disabilities: 92% Baseline data from: SY 2020-21	All students: 86% Asian students: 88% Hispanic or Latino students: 89% Two or more races students: 77% White students: 84% English Learners: 90% Socioeconomically Disadvantaged students: 85% Students with disabilities: 81% Data from: SY 2021-22	All students: 85% Asian students: 88% Hispanic or Latino students: 89% Two or more races students: 78% White students: 81% English Learners: 89% Socioeconomically Disadvantaged students: 85% Students with disabilities: 79% Data from: SY 2022-23		All students: 92% Asian students: 92% Hispanic or Latino students: 92% Two or more races students: 92% White students: 92% English Learners: 92% Socioeconomically Disadvantaged students: 92% Students with disabilities: 92%
Priority 6 - School Climate: Faculty members responding positively to "I feel physically safe at school" on faculty survey	91% Baseline data from: SY 2018-19	Due to the timing of teacher contract negotiations, we were unable to do a faculty survey in SY22	Due to the timing of the teacher survey, data will not be available before the June board approval		95%
Priority 6 - School Climate: Faculty members responding positively to "I feel emotionally safe at school" on faculty survey	83% Baseline data from: SY 2018-19	Due to the timing of teacher contract negotiations, we were unable to do a faculty survey in SY22	Due to the timing of the teacher survey, data will not be available before the June board approval		90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - Basic: Facilities in good repair	Yes Baseline data from: SY 2020-21	Yes Data from: SY 2021-22	Yes Data from: SY 2022-23		Yes

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Engagement Team	Summit schools have a Community Engagement Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site-based Community Engagement Managers are trained and supported by a small team housed within the Charter Management Organization.	$18,345.00	Yes
3.2	Dean of Culture & Instruction	A Dean of Culture and Instruction has been added to the faculty and will continue to lead and support a positive school-wide culture and climate. The Dean coaches teachers on creating a positive classroom environment and works directly with students and families to respond to unproductive behaviors.	$126,287.00	Yes
3.3	Mentor Meetings and Family Access to	At the beginning of the year, mentors meet with every student & family to review and set annual goals. Throughout the year, mentors will	$30,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Summit Learning Platform	have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students. Additionally, the Summit Learning Platform has a family-facing login and interface for families to have instant access to students' work and to monitor their progress against their annual goals.		
3.4	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 Assistant phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken.	$4,274.00	Yes
3.5	Multi-tiered System of Supports	We are expanding and improving our Multi-tiered System of Supports, with an emphasis on Tier 2 and 3 supports for students who are struggling academically and emotionally. This will be a school-wide effort led by the Dean and Executive Director.	$46,489.00	Yes
3.6	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.	$30,000.00	No
3.7	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.	$24,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization, with all teachers engaging in ABAR teaching and mentoring practices, all employees continually working on their personal development and knowledge development in this area, and schools facilitating ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.	$26,476.00	Yes
3.9	Site Safety	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.	$5,863.00	Yes
3.10	Data Security	As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit's Tech and Data Teams work continuously to ensure that our systems are secure and student information is protected.	$37,164.00	No

Goal Analysis [2022-23]

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

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

The Actions outlined in Goal 3: Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning were implemented with success. The Community Engagement Team continued to focus

efforts on developing practices to promote culturally responsive family communication. The Dean of Culture and Instruction continued to support a positive school-wide culture and worked with students and families to respond to unproductive behaviors. Mentors met with students and families to set annual goals and monitor progress through the Summit Learning Platform. Our Comprehensive Attendance and Absence Program promotes regular attendance, and the Multi-tiered System of Supports (MTSS) focused more closely to student attendance and will continue to focus on attendance strategies for SY 23-24 in order to reduce our high chronic absenteeism rates.
In addition, our MTSS Mental and Behavioral Health Supports provided counseling services, and the Parent Organization and Community Events promoted parental involvement and education to support greater student attendance. Our Anti-Bias Anti-Racist Practices and Programming aim to create an inclusive and equitable learning environment for our students. This year was focused on building the capacity of our teachers and leaders so that this work is embedded into our program and everything that we do. We will continue to administer professional development internally for the school year 23-24. The Safety Committee successfully ensured the physical safety of students, and the Tech and Data Teams ensured the security and privacy of student information.

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

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 3

An explanation of how effective the specific actions were in making progress toward the goal.

Our implemented actions have been mostly effective in making progress toward our goal of "maintaining a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning". Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization with all teachers engaging in ABAR teaching and mentoring practices, and we are proud of the progress we continued to make this year with action 3.8 — all employees worked on their personal development and knowledge development in this area, faculty received regular training and PD on implementing ABAR practices in the classroom, ABAR practices were infused into our February professional development week.
Counselors provided appropriate mental & behavioral health supports; our Dean of Culture & Instruction provided direct support to help students, families, and teachers overcome obstacles; our teachers met regularly in grade-level teams to look at data and plan interventions for students; and our Home Office teams supported our site in creating robust emergency and safety plans.

As a result of the effectiveness of the described actions, the vast majority of our students and families reported feeling both physically and emotionally safe as demonstrated by our annual school climate survey:
87% families responded positively to "I feel my child is physically safe at school" on family survey"
87% Families responding positively to "I feel my child emotionally safe at school" on family survey
91% Students responding positively to "I feel physically safe at school" on student survey

85% Students responding positively to "I feel emotionally safe at school" on student survey

While we saw positive results from our student surveys, our chronic absenteeism rates remain higher than we anticipated for sy 22-23: 32% Chronically absent and 91% ADA

We are hopeful that with increased efforts and attention on our Comprehensive Attendance and Absence Program (Action 3.4) we will see a decrease in our SY 23-24 chronic absenteeism. Actions in this program include regular Office Assistant phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken.

We've also seen positive suspension outcomes as measured by the CA School Dashboard as a result of the effectiveness of two key Actions. Our Dean of Culture & Instruction (Action 3.2) continues to lead and support a positive school-wide culture and climate. The Dean coaches teachers on creating a positive classroom environment and works directly with students and families to respond to unproductive behaviors.
Additionally, our Mentor Meetings and Family Access to Summit Learning Platform (Action 3.3) has had a significant impact on our low suspension rates. At the beginning of the year, mentors meet with every student & family to review and set annual goals. Throughout the year, mentors will have meetings with families to support struggling students and identify strategies to monitor progress. As a result, we've seen the following suspension and expulsion data for SY 22-23: 1.7% Suspension rate and 0% expulsion rates

Our school is on a continuing journey to grow our restorative justice practices and create an inclusive, anti-racist community. This is hard work, and there are constant challenges, but we have continued to push forward and make progress. We are continuing to dedicate resources to making sure every member of our community feels a sense of belonging and is both physically and emotionally safe.

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

As a result of the LCAP reflection process, educational partner engagement, and progress we've seen toward our desired outcomes, we will maintain our goal, metrics, and actions for the 22-23 school year. While we will maintain our current Actions, our Multi-tiered System of Supports (MTSS) will place a greater emphasis on student attendance to address the high chronic absenteeism rates. The school will continue its Comprehensive Attendance and Absence Program, which includes regular phone calls to parents, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken. Additionally, the MTSS will provide additional time focused on Tier 2 and 3 supports for students who struggle with attendance, such as personalized attendance plans and interventions to address underlying issues. By prioritizing student attendance, Summit Public Schools aims to improve student outcomes and provide a more inclusive learning environment for all students

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	(English Language Learners) Summit provides supports that enable English Language Learners to develop English proficiency and graduate college-ready.

An explanation of why the LEA has developed this goal.

Summit's mission to prepare a diverse population for success in a four-year college and in life beyond requires paying careful attention to all student groups, and on a number of crucial metrics of college preparedness, English Language Learners have consistently performed worse than their English-fluent peers. This includes data on our Common Core-aligned Cognitive Skills that are at the heart of our academic model. Stakeholder input from faculty and families also validated these disparities as a widely-held concern.

We are redoubling our efforts to close these gaps for English Language Learners, and this goal seeks to track our progress in this initiative. We are reinvesting in a number of aspects of our program, from the English Language Development Designated Instruction block to the integrated supports in our curriculum to the professional development and coaching of teachers of English Language Learners. In success, we should see English Language Learners develop English proficiency more quickly and have stronger performance on a number of ultimate outcomes of high school by the end of the 2023-24 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: ELLs making progress in English proficiency year-over-year	65% Baseline data from: SY 2018-19	While ELPAC testing resumed in Spring 2021, Spring 2022 ELPAC results are not yet available, so this metric cannot be calculated yet.	57.7% Data from: SY 2021-22		70%
Priority 4 - Pupil Achievement: English Learner reclassification rate	6% Baseline data from: SY 2019-20	0% Data from: SY 2020-21	11% Data from: SY 2021-22		10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: English Learner 4-year cohort graduation rate	Not enough data Baseline data from: Class of 2020	96% Data from: Class of 2021	Not enough data for class of 2022		90%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates who completed UC/CSU A-G requirements	97% Baseline data from: Class of 2020	97% Data from: 2021	Not enough data for class of 2022		100%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates accepted to at least one 4-year college	97% Baseline data from: Class of 2020	97% Data from: Class of 2021	87% Data from: SY 2021-22		100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Beyond the supports provided for English Learners in all courses through integrated instruction, Summit is reinvesting in our English Language Development (ELD) Designated Instruction block. Twice a week, all students scoring in Levels 1-3 on the ELPAC, as well as students scoring Level 4 that need additional support, will receive dedicated instruction focused on reading comprehension and academic language. The CLAD-credentialed teacher leading the block will also receive ongoing professional development, described in more detail below.	$30,728.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Integrated Supports in Core Curriculum	Summit is continuing to invest in differentiated materials in the base curriculum across courses to ensure that English Learners are able to effectively access the curriculum. For SY 22-23, we will be partnering with Houghton Mifflin and their English 3D curriculum to provide additional curricular support and training. All teachers will leverage these resources and responsively apply a set of strategies to support ELs based on students' levels in the four domains of speaking, reading, writing, and listening.	$58,657.00	Yes
4.3	Training and Ongoing PD for Integrated Supports	Summit will be increasing the amount of training and professional development that all teachers who work with English Learners receive about how to make sure EL students are receiving the right level of support in their core academic classes. This will happen during dedicated teacher PD time in August and February, as well as ongoing opportunities for PD during Expeditions PD weeks and weekly Wednesday PD.	$46,956.00	Yes
4.4	Training and Ongoing PD for Teachers of Designated Instruction	Teachers of the ELD Designated Instruction Block will likewise receive an increased amount of training and professional development to support their execution of that crucial program. This will be separate from the training other teachers receive on integrated support and will be conducted both at the beginning of school and throughout the year.	$10,910.00	Yes
4.5	English Language Learner Identification and Notification Procedures	The Dean of Operations will be leading the processes for identifying potential English Learners, ensuring they are tested with the Initial ELPAC, and notifying families of the results. They will also lead on annual Summative ELPAC testing and executing reclassifications for students who qualify. Summit Public Schools employees will support the DOO with training on effectively managing all of these processes and by providing CALPADS and testing management services.	$11,857.00	Yes

Goal Analysis [2022-23]

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

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

Summit Public Schools successfully implemented a number of strategies to improve outcomes for English learners. These included reinvesting in the English Language Development (ELD) Designated Instruction block, providing integrated supports in the core curriculum, increasing training and professional development for all teachers who work with English learners, providing separate training for teachers of the ELD Designated Instruction block, and establishing procedures for identifying potential English learners, testing them with the Initial ELPAC, notifying families of the results, and conducting annual Summative ELPAC testing and reclassifications for eligible students. These strategies were successfully implemented for school year 22-23.

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

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 4

An explanation of how effective the specific actions were in making progress toward the goal.

Our implemented actions have been mostly effective in making progress toward our goal of "providing support that enables English Language Learners to develop English proficiency and graduate college-ready". Teachers received increased and intentional professional development focused on ensuring multi-language learners are receiving the right level of support in their core academic classes and teachers of the ELD designated instruction block received supplemental professional development to support their execution of this crucial program; our multi-language learners who scored in Levels 1-3 on the ELPAC received additional dedicated support twice a week; and we continued to provide teachers with supplemental materials to ensure our multi-language learners are able to effectively access the curriculum. As a result of the effective implementation of our actions, we saw growth in the following areas:
38% Proficient on the summative ELPAC compared to 15.57% statewide
57.7% of ELs making progress year-over-year
87% of EL grads accepted at least one four year college

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

As a result of the LCAP reflection process, educational partner engagement, and progress we've seen toward our desired outcomes, we will maintain the goal, metrics, and actions that are in place for the 22-23 school year. While we continue to see progress with our English learners as well as a decrease in our academic disproportionality data, there are still improvements to be made. We will continue to

emphasize the teacher development to successfully implement our English 3D curriculum (Action 4.2). In addition, we will make a minor shift under our final Action for Goal 4. Our Dean of Curriculum and Instruction (DOI) will now be leading the processes for identifying potential English Learners, ensuring they are tested with the Initial ELPAC, and notifying families of the results. They will also take over from the Dean of Operations the lead on annual Summative ELPAC testing and executing reclassifications for students who qualify. Summit Public Schools central team will support the DCI with training on effectively managing all of these processes and by providing CALPADS and testing management services. These actions are a continued response from our educational partners' feedback to provide additional resources and focus on our English learners as we were seeing academic and social disproportionate outcomes for our English learner students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$279,539	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.10%	0.00%	$0.00	6.10%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Teacher Support and Professional Development: We continue to see persistent disparities between the academic performance of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups.

Ongoing support and professional development for teachers is crucial for addressing these disparities, both to improve teachers' general effectiveness in the classroom, which should disproportionately help students who are struggling, and to increase teachers' ability to execute interventions specifically targeting students who need extra support. The amount of time and resources dedicated to professional development at Summit is a core part of our model, and a large majority of teachers agree that the regular coaching they receive improves their professional practice.

Literacy Intervention: All students will participate in the literacy intervention block, Summit Reads, but smaller group settings with more intensive teacher support will be reserved for students who demonstrate through their cognitive skill performance that they are not on track to

be prepared for a four-year college without requiring extra effort and support. Our data suggests that such students are disproportionately likely to be English learners or low-income, and these smaller group sizes and more individualized teacher attention should help close these gaps. Additionally, English Learners who have not yet reached Level 4 on the ELPAC will participate in a English Language Development Designated Instruction Block specifically focused on reading comprehension and academic language.

Math Intervention: Similar to the literacy intervention, our math intervention, Summit Solves, provides smaller groupings and more intensive teacher support for students whose math concept averages suggest they are not on track to be prepared for a four-year college without extra effort and support. Learning science suggests that more time spent on math is beneficial for any student, but the extra teacher support should be especially effective for closing these gaps for unduplicated students, who are disproportionately likely to be behind in math.

Expeditions: Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes:

1) Students have a chance to explore passions outside of their core academic classes.

2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs.

3) Students explore careers via annual Career Days and through Internships.

4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course.

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

Habits of Success Program: Summit's 16 Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, have a strong grounding in the academic research, as demonstrated through The Science of Summit white paper. While they are essential to all students, students who are not on track academically, as English learners and low-income students disproportionately are, especially benefit from direct support in developing these Habits. Integrating HoS instruction and practice throughout projects, self-directed learning time, and mentoring will provide many opportunities for unduplicated students to develop them.

College Process Support: All Summit students receive support in navigating the potentially very complex college application process and its many prerequisites, deadlines, and paperwork requirements. However, unduplicated students are disproportionately likely to have parents who have not personally been through the US college application process themselves, and thus, they especially benefit from the strong support that Summit provides through 12th grade mentors, the network College Readiness Team, and the 11th grade College Readiness Expeditions course. The extremely high percentage of graduates who are accepted to a four-year college attests to the effectiveness of this support, and the similar rates of acceptance of current and reclassified English learners when compared to native English speakers suggests this intervention is effective at closing the gap.

Common Core Common Assessment Plan: The Common Core Common Assessment Plan is a crucial part of monitoring the academic performance of Summit, and getting regular assessments of Common Core-aligned Cognitive Skills evaluated using authentic, project-based rubrics helps to quickly identify students who are not on track to be prepared for college without additional effort and support. As discussed

above, cognitive skill data shows continued gaps in the performance between English learners and low-income students when compared to their English fluent and non-low-income peers, so the ability to effectively and regularly assess performance throughout the year is critical to effectively intervening. This assessment data informs numerous other interventions, from individual support during project class time all the way to the math and literacy intervention blocks, and these interventions increase the chances students will succeed in high school and ultimately graduate.

Extended School Day: While the Summit Learning Platform and students' course materials are available 24 hours per day, low-income students are disproportionately likely to face barriers to accessing their coursework outside of regular school hours. Slow or unavailable home internet access and a lack of a quiet place to work are common barriers that higher-income students tend not to face. Providing space, time, and additional teacher support before and after school enables these students to do academic work they may not be able to effectively tackle at home.

Community Engagement Team: The Community Engagement Manager spends significant time working to engage families who may be harder to reach through traditional community engagement methods. For instance, they are responsible for translating school communications into languages other than English, which families of English learners are especially likely to benefit from, and they communicate with families through a variety of mediums, like text messages and social media, that make it easier for caregivers with non-traditional work schedules to engage with. This disproportionately benefits the families of lower-income students, who are more likely to have such work schedules. The effectiveness of the Community Engagement Manager for supporting families of English learners and low-income students is demonstrated by the fact that such families are more likely to say they feel connected to their school on our annual survey than the overall family population.

Dean of Culture & Instruction: The Dean of Culture & Instruction coaches teachers on building and maintaining a positive classroom environment and works directly with students and families to respond to unproductive behaviors. The Dean increases capacity for case management and mentoring of students needing extra support, and data suggests students in those situations are disproportionately likely to be low-income.

Mentor Meetings and Family Access to Summit Learning Platform: Summit's practice of all families having at least one annual meeting with their student's mentor is especially effective at making sure harder-to-reach families, which are often those of English learners and low-income students, have a direct face-to-face connection with one of their student's teachers. This practice, combined with the 24/7 availability of the Summit Learning Platform for families, has led to extremely high agreement on the family survey with the statements "I understand my student's academic performance and progress in school" and "I understand what I can do to support my students academically".

Comprehensive Attendance and Absence Program: Summit's attendance data suggests that low-income students and English learners are more likely to be chronically absent when compared to their higher-income and English fluent peers. Thus, the Comprehensive Attendance and Absence Program targeting absent students and aiming to increase overall attendance disproportionately seeks to address issues for unduplicated students that are preventing them from attending school consistently. While this problem continues to be a challenge, we have seen improvements in attendance after targeted reach-outs to families.

Multi-tiered System of Supports: Our cognitive skill data shows discrepancies in the performance of low-income and English learner students when compared to their peers, and behavioral data suggests similar discrepancies in non-academic struggles for these subgroups. By providing extra support to students with these types of challenges, the Multi-tiered System of Supports allows school leaders to dig in deeper on the specific issues a particular student is facing, and in the aggregate, this helps close gaps between the unduplicated students and their peers.

Parent Organization & Community Events: As family survey data and feedback shows, families of low-income students are more likely to say

they feel connected to their school than families overall. This suggests that our overall family engagement efforts have been especially effective at making families of unduplicated students feel like part of the school community, and having a strong parent organization and frequent community events, including childcare and translation services, are crucial parts of making this work. In our LCAP stakeholder engagement, we also heard from families how much desire there is to re-establish in-person community after the pandemic has kept people physically distanced over the last year, which further emphasizes the importance of this action.

Anti-Bias Anti-Racist (ABAR) Practices and Programming: Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization and embedding ABAR practices in all aspects of teaching and mentoring. By investing in professional development and ongoing coaching for teachers, we expect classroom environments and academic practices to be even more equitable over time, and that should especially benefit students struggling academically or behaviorally, who are disproportionately unduplicated students.

Site Safety: Historically, unduplicated students have tended to be less likely to report feeling physically safe at school compared to their non-unduplicated peers, so investing time and resources into site safety is especially likely to benefit these students. When students feel physically (and emotionally) safe at school, they are more likely to be able to focus on academics, and given the gaps in cognitive skill performance between English learners and low-income students compared to their peers, ensuring site safety is a necessary but not sufficient condition for closing those gaps.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Collectively, the many different contributing actions demonstrate Summit's commitment to its mission of "preparing a diverse student population for success in a four-year college and to be thoughtful, contributing members of society." We know that students come to our school with different levels of readiness and with unique skills and needs, and that foster youth, English Language Learners and socioeconomically disadvantaged students are especially likely to need additional support to graduate ready for college. The LCFF Supplemental and Concentration funds enable us to provide an intensity and effectiveness of services that would not be possible otherwise. Without those dollars, we would likely not be able to afford dedicated positions like the Dean of Culture & Instruction and the Community Engagement Manager, both of whom are critical to making sure all students and all families get the support they need for students to succeed in school. Additionally, we would likely have to scale back or eliminate a number of the other actions that our data shows make a difference for improving outcomes for unduplicated students, including our college-readiness program and our literacy and numeracy programs.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Summit Tahoma did not receive the concentration grant add-on and therefore a response to this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA: Summit Tahoma is a single school LEA	NA: Summit Tahoma is a single school LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA: Summit Tahoma is a single school LEA	NA: Summit Tahoma is a single school LEA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,778,949.00	$30,000.00		$54,087.00	$1,863,036.00	$1,205,854.00	$657,182.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Attracting and Retaining Highly Qualified Teachers	All	$113,880.00			$6,794.00	$120,674.00
1	1.2	Teacher Support and Professional Development	English Learners Foster Youth Low Income	$34,555.00				$34,555.00
1	1.3	Literacy Intervention	English Learners Foster Youth Low Income	$46,410.00				$46,410.00
1	1.4	Math Intervention	English Learners Foster Youth Low Income	$57,923.00				$57,923.00
1	1.5	Expeditions	English Learners Foster Youth Low Income	$460,161.00				$460,161.00
1	1.6	Habits of Success Program	English Learners Foster Youth Low Income	$417,079.00			$47,293.00	$464,372.00
1	1.7	College Process Support	English Learners Foster Youth Low Income	$20,100.00				$20,100.00
2	2.1	Common Core Common Assessment Plan	English Learners Foster Youth Low Income	$36,691.00				$36,691.00
2	2.2	Extended School Day	English Learners Foster Youth Low Income	$97,252.00				$97,252.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.4	Summit Learning Platform Access and Rostering	All	$16,128.00				$16,128.00
3	3.1	Community Engagement Team	English Learners Foster Youth Low Income	$18,345.00				$18,345.00
3	3.2	Dean of Culture & Instruction	English Learners Foster Youth Low Income	$126,287.00				$126,287.00
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	English Learners Foster Youth Low Income	$30,008.00				$30,008.00
3	3.4	Comprehensive Attendance and Absence Program	English Learners Foster Youth Low Income	$4,274.00				$4,274.00
3	3.5	Multi-tiered System of Supports	English Learners Foster Youth Low Income	$46,489.00				$46,489.00
3	3.6	Mental and Behavioral Health Supports	All		$30,000.00			$30,000.00
3	3.7	Parent Organization & Community Events	English Learners Foster Youth Low Income	$24,756.00				$24,756.00
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	English Learners Foster Youth Low Income	$26,476.00				$26,476.00
3	3.9	Site Safety	English Learners Foster Youth Low Income	$5,863.00				$5,863.00
3	3.10	Data Security	All	$37,164.00				$37,164.00
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	English Learners	$30,728.00				$30,728.00
4	4.2	Integrated Supports in Core Curriculum	English Learners	$58,657.00				$58,657.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Training and Ongoing PD for Integrated Supports	English Learners	$46,956.00				$46,956.00
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	English Learners	$10,910.00				$10,910.00
4	4.5	English Language Learner Identification and Notification Procedures	English Learners	$11,857.00				$11,857.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,584,103	$279,539	6.10%	0.00%	6.10%	$1,611,777.00	0.00%	35.16 %	**Total:**	$1,611,777.00
								LEA-wide Total:	$1,452,669.00
								Limited Total:	$159,108.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Teacher Support and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,555.00	
1	1.3	Literacy Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,410.00	
1	1.4	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,923.00	
1	1.5	Expeditions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$460,161.00	
1	1.6	Habits of Success Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$417,079.00	
1	1.7	College Process Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Common Core Common Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,691.00	
2	2.2	Extended School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,252.00	
3	3.1	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,345.00	
3	3.2	Dean of Culture & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,287.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,008.00	
3	3.4	Comprehensive Attendance and Absence Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,274.00	
3	3.5	Multi-tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,489.00	
3	3.7	Parent Organization & Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,756.00	
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,476.00	
3	3.9	Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,863.00	
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,728.00	
4	4.2	Integrated Supports in Core Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$58,657.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,956.00	
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,910.00	
4	4.5	English Language Learner Identification and Notification Procedures	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,857.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,755,853.00	$1,798,288.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attracting and Retaining Highly Qualified Teachers	No	$97,249.00	$122,454
1	1.2	Teacher Support and Professional Development	Yes	$42,962.00	$43,479
1	1.3	Literacy Intervention	Yes	$47,112.00	$48,224
1	1.4	Math Intervention	Yes	$58,149.00	$59,652
1	1.5	Expeditions	Yes	$426,463.00	$441,361
1	1.6	Habits of Success Program	Yes	$441,217.00	$444,825
1	1.7	College Process Support	Yes	$18,074.00	$18,074
2	2.1	Common Core Common Assessment Plan	Yes	$36,981.00	$37,917
2	2.2	Extended School Day	Yes	$90,486.00	$93,205
2	2.4	Summit Learning Platform Access and Rostering	No	$15,269.00	$16,308

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Community Engagement Team	Yes	$35,687.00	$34,673
3	3.2	Dean of Culture & Instruction	Yes	$111,586.00	$114,291
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$27,250.00	$28,171
3	3.4	Comprehensive Attendance and Absence Program	Yes	$29,164.00	$27,243
3	3.5	Multi-tiered System of Supports	Yes	$47,289.00	$48,657
3	3.6	Mental and Behavioral Health Supports	No	$20,000.00	$9,900
3	3.7	Parent Organization & Community Events	Yes	$26,349.00	$23,753
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	$25,055.00	$25,424
3	3.9	Site Safety	Yes	$6,666.00	$6,819
3	3.10	Data Security	No	$43,520.00	$43,768
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	$22,010.00	$22,600
4	4.2	Integrated Supports in Core Curriculum	Yes	$14,238.00	$12,443

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	$44,290.00	$42,930
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	$17,311.00	$20,356
4	4.5	English Language Learner Identification and Notification Procedures	Yes	$11,476.00	$11,761

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$213,998	$1,530,074.00	$1,559,791.00	($29,717.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Teacher Support and Professional Development	Yes	$42,962.00	$43,479		
1	1.3	Literacy Intervention	Yes	$47,112.00	$48,224		
1	1.4	Math Intervention	Yes	$58,149.00	$59,652		
1	1.5	Expeditions	Yes	$426,463.00	$441,361		
1	1.6	Habits of Success Program	Yes	$391,476.00	$398,758		
1	1.7	College Process Support	Yes	$18,074.00	$18,074		
2	2.1	Common Core Common Assessment Plan	Yes	$36,981.00	$37,917		
2	2.2	Extended School Day	Yes	$90,486.00	$93,205		
3	3.1	Community Engagement Team	Yes	$35,687.00	$34,673		
3	3.2	Dean of Culture & Instruction	Yes	$111,586.00	$114,291		
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$27,250.00	$28,171		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Comprehensive Attendance and Absence Program	Yes	$29,164.00	$27,243		
3	3.5	Multi-tiered System of Supports	Yes	$47,289.00	$48,657		
3	3.7	Parent Organization & Community Events	Yes	$26,349.00	$23,753		
3	3.8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Yes	$25,055.00	$25,424		
3	3.9	Site Safety	Yes	$6,666.00	$6,819		
4	4.1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Yes	$22,010.00	$22,600		
4	4.2	Integrated Supports in Core Curriculum	Yes	$14,238.00	$12,443		
4	4.3	Training and Ongoing PD for Integrated Supports	Yes	$44,290.00	$42,930		
4	4.4	Training and Ongoing PD for Teachers of Designated Instruction	Yes	$17,311.00	$20,356		
4	4.5	English Language Learner Identification and Notification Procedures	Yes	$11,476.00	$11,761		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,139,644	$213,998	0.00%	6.82%	$1,559,791.00	0.00%	49.68%	$0.00	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 percent or more enrollment of unduplicated pupils: Describe how these actions 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 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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