Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
Parents and faculty were given two avenues for contributing to and reviewing the LCAP: a survey and an in-person meeting. For all groups, the same draft of the LCAP was presented for review. A student meeting was held during lunch; the meeting was open to all students, and teachers encouraged specific students to attend based on their personal knowledge of the students. In total 15 students attended the lunch meeting. Faculty, including teachers, office managers, and admin, were e-mailed a survey, with a small number of follow-up e-mails sent to them. The in-person meeting was held during a faculty meeting, which 18 faculty attended. Fifteen of the faculty took the survey. A very active campaign to get parents to take the survey was held, including	The extensive feedback was reviewed by the mini-team responsible for the LCAP. In many cases, the feedback received was not directly applicable to the LCAP; this feedback was brought to the appropriate faculty members for review and evaluation – this included feedback on things from the school lunches to school websites to facilities. In other cases, the feedback made specific requests that it is not feasible for the school to implement, such as more hours of after school support. However, the team recognized that this feedback was identifying a topic that was important to stakeholders, and the team evaluated how the school could address the identified need by working smarter within the

regular e-mails, mailing home the survey to parents without e-mails, phone calls home, text messages, and paper surveys available at the front desk.The in-person parent meeting was held in the evening, and a similar campaign to encourage attendance at the meeting was held. In total, 35% of families were represented in the parent survey, and 5 families attended the evening meeting. The in-person parent meeting was held in the evening, and a similar campaign to encourage attendance at the meeting was held. In total, 24% of families were represented in the parent survey, and 10 families attended the evening meeting. All major subgroups were represented in both the student and parent feedback. Significant effort was spent in recruiting low income and Latino families: paper surveys were made available in Spanish and English, and bilingual Office Managers were trained to help parents complete the survey in person when they arrived at school.	constraints of the school, rather than working more. Actions were revised, often with an eye towards helping teachers to be more efficient or effective with the time they had. Some feedback called out issues that the school recognized as needing to be directly addressed. Providing structure and support for positive student leadership contributions (clubs/ sports/ traditions) was one such issue. The feedback helped us clarify and refine the new role of the Culture, Habits, and Community Teacher.
Annual Update: Parents and faculty were given two avenues for contributing to and reviewing the LCAP: a survey and an in-person meeting. For all groups, the same draft of the LCAP was presented for review. A student meeting was held during lunch; the meeting was open to all students, and teachers encouraged specific students to attend based on their personal knowledge of the students. In total 15 students attended the lunch meeting. Faculty, including teachers, office managers, and admin, were e-mailed a survey, with a small number of follow-up e-mails sent to them. The in-person meeting was held during a faculty meeting, which 18 faculty attended. Fifteen of the faculty took the survey. A very active campaign to get parents to take the survey was held, including regular e-mails, mailing home the survey to parents without e-mails, phone calls home, text messages, and paper surveys available at the front desk. The in-person parent meeting was held in the evening, and a similar campaign to encourage attendance at the meeting was held. In total, 35% of families were represented in the parent survey, and 5 families attended the	**Annual Update:** Very few stakeholders showed any interest in the Annual Update, instead choosing to focus on the actions for next year. Some faculty members added clarifying details to actions in the Annual Update

| evening meeting. In total, 24% of families were represented in the parent survey, and 10 families attended the evening meeting.

All major subgroups were represented in both the student and parent feedback. Significant effort was spent in recruiting low income and Latino families: paper surveys were made available in Spanish and English, and bilingual Office Managers were trained to help parents complete the survey in person when they arrived at school. | |

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	All students will graduate college-ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 _X_ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	While we are proud that the Summit Public Schools network has a six year college graduation rate at double the national average (55 percent), we want to better prepare our students with the skills, knowledge, and habits needed to be successful in a 4-year college because of the career and life opportunities that a college degree opens.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual	Basic: Teachers appropriately credentialed: 100%	

Measurable Outcomes:	Basic: Pupils with access to standards-aligned instructional materials: 100% Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 71% Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 60% Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 36% Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:35% Pupil Achievement: Students admitted to a 4 year college: 95% or higher Pupil Achievement: EL Students reclassified to English Proficient: 5% Pupil Achievement: Average number of years before EL students are reclassified: 3 years Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 60% Pupil Achievement: Students not requiring remediation based on Early Assessment Program: 35% Pupil Engagement: School absenteeism rate: 4% Pupil Engagement: Chronic absenteeism rate: 10% Pupil Engagement: High school dropout rate: 5% Pupil Engagement: High school graduation rate: 90% Course Access: Students on-track to fulfill UC A-G course list requirements: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every 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. Summit Public Schools will have 100% of their core subject, college preparatory teachers be state defined highly qualified teachers, or will have expanded recruitment and retention programs to	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,017 Funding source: LCFF Base Exp. Code: 5000-5999: Services And Other Operating Expenditures

reach that goal in the future. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.			
Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy. Assessments planned include the following (this list is not exhaustive): SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. ACT EPAS - College readiness pre-assessment AAPPL - Spanish proficiency	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,846 Funding source: LCFF Base : $10,688 1000-1999: Certificated Personnel Salaries $4,580 3000-3999 Certificated Personnel Benefits $1,578 5000-5999: Services And Other Operating Expenditures
Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,280 Funding source: LCFF S+C, LCFF Base : $5,096 1000-1999:

period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.			Certificated Personnel Salaries $2,184 3000-3999 Certificated Personnel Benefits
Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$16,445 Funding source: LCFF S+C, LCFF Base : $5,096 1000-1999: Certificated Personnel Salaries $2,184 3000-3999 Certificated Personnel Benefits $9,165 5000-5999: Services And Other Operating Expenditures
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	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,730 Funding source: LCFF S+C,

on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.			LCFF Base : $55,811 1000-1999: Certificated Personnel Salaries $21,298 3000-3999 Certificated Personnel Benefits
Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes: Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions. 1.Students have a chance to explore non-academic passions. 2.Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3.Students explore careers via annual Career Days and through Internships. 4.Students have an opportunity to explore college options and learn more about the college experience in their junior year. 5.Students have an opportunity to obtain support on core academic course work and enhance their learning. Additionally, the Expeditions will program will be	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$277,650 Funding source: LCFF S+C, LCFF Base : 5000-5999: Services And Other Operating Expenditures

working to integrate themselves into the personalized learning platform to give students a more cohesive experience when transitioning in and out of Expeditions periods.			
Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$40,110 Funding source: LCFF S+C, LCFF Base : $8,911 1000-1999: Certificated Personnel Salaries $3,819 3000-3999 Certificated Personnel Benefits $27,381 5000-5999: Services And Other Operating Expenditures
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$33,906 Funding source: LCFF Base : $23,734 1000-1999: Certificated Personnel

to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning			Salaries $10,172 3000-3999 Certificated Personnel Benefits
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1.Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2.Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$62,285 Funding source: LCFF S+C, LCFF Base : $34,987 1000-1999: Certificated Personnel Salaries $14,995 3000-3999 Certificated Personnel Benefits $12,303 5000-5999: Services And Other

computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 3.Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. The Director also works with the College Readiness program. 4.College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)			Operating Expenditures
Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is in the beginning stages of building a cohesive program to help students grow their habits of success.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$37,768 Funding source: LCFF S+C, LCFF Base : $24,226 1000-1999: Certificated Personnel Salaries $10,383 3000-3999 Certificated Personnel

			Benefits $3,160 5000-5999: Services And Other Operating Expenditures
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$14,282 Funding source: LCFF Base : $3,135 1000-1999: Certificated Personnel Salaries $1,344 3000-3999 Certificated Personnel Benefits $9,803 2000-2999: Classified Personnel Salaries
Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners	$17,579 Funding source: LCFF S+C, LCFF Base, Majority of actual

challenges, implemented using the same methodologies as the regular school year.	__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	program costs funded by private funding : $12,306 1000-1999: Certificated Personnel Salaries $5274 3000-3999 Certificated Personnel Benefits

GOAL 2:	Parents and faculty are partners in supporting their students and the school.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Research shows that students with involved parents are more likely to: 1) earn higher grades and test scores, 2) pass their classes, 3) attend school regularly, 4) have better social skills, and 5) graduate and go on to post-secondary education. Because of the importance of parents engaging in their student's education, we encourage parents and faculty to be partners in supporting our students and our school. Our parent survey results indicated that we have opportunities to improve in providing paths to parent leadership, communication between parents and teachers, and our parents' understanding of their student's academic experience and how to support their success.	

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	School Climate: Parents/Families having a family meeting with student's mentor: 100% School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 76% or higher Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 60% or higher Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey": 84% or	

higher

Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school.": 76% or higher

Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 80% or higher

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

Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)":
78% or higher

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Chief External Relations Officer to support family engagement and communications.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,795 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$18,178 Funding Source: LCFF Base Exp.Code: $10,734 1000-1999: Certificated Personnel Salaries

			$4,600 3000-5399: Certificated Personnel Benefits $2,844 5000-5999: Services And Other Operating Expenditures
Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records that we will pilot publishing to families.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,662 Funding Source: LCFF Base Exp.Code: $357 1000-1999: Certificated Personnel Salaries $2,152 2000-2999: Classified Personnel Salaries $153 3000-3999: Certificated Personnel Benefits
Mentor Meetings: At the beginning of the year,	All	_X_ ALL	$10,200

mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Base Exp.Code: $7,140 1000-1999: Certificated Personnel Salaries $3,060 3000-3999: Certificated Personnel Benefits
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$46,678 Funding Source: LCFF Base Exp.Code: $10,928 1000-1999: Certificated Personnel Salaries $3,404 2000-2999: Classified Personnel Salaries $4,683 3000-3999: Certificated

service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders			Personnel Benefits $27,663 5000-5999: Services And Other Operating Expenditures
Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,496 Funding Source: LCFF Base Exp.Code: $248 1000-1999: Certificated Personnel Salaries $106 3000-3999: Certificated Personnel Benefits $10,142 5000-5999: Services And Other Operating Expenditures
Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$300 Funding Source: LCFF S+C

interpreters for our schools and teachers to use.			Exp.Code: 5000-5999: Services And Other Operating Expenditures
Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$3,356 Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures
Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,240 Funding Source: LCFF Base Exp.Code: $1,568 1000-1999: Certificated Personnel Salaries $672 3000-3999: Certificated Personnel Benefits
Parent Ambassador Institute: To empower families	All	_X_ALL	$29,154

to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions	Schools	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Base Exp.Code: $2,475 1000-1999: Certificated Personnel Salaries $1,061 3000-3999: Certificated Personnel Benefits $25,618 5000-5999: Services And Other Operating Expenditures
Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,875 Funding Source: LCFF Base Exp.Code: $357 1000-1999: Certificated Personnel Salaries $153 3000-3999: Certificated

			Personnel Benefits $9,365 5000-5999: Services And Other Operating Expenditures
Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,899 Funding Source: LCFF Base Exp.Code: $206 1000-1999: Certificated Personnel Salaries $1,361 2000-2999: Classified Personnel Salaries $88 3000-3999: Certificated Personnel Benefits $6,243 5000-5999: Services And Other Operating Expenditures

Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,095 Funding Source: LCFF Base Exp.Code: $454 1000-1999: Certificated Personnel Salaries $194 3000-3999: Certificated Personnel Benefits $2,447 5000-5999: Services And Other Operating Expenditures

GOAL 3:	All community members feel safe at school.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.	
Goal Applies to:	Schools: All	

	Applicable Pupil Subgroups:	All		

<table>
<tr><td colspan="5" align="center">LCAP Year 1: 2016-17</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">
Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%
Basic: Complaints about facilities repairs: 0
School Climate: Pupil Suspension Rate: 3%
School Climate: Pupil Expulsion Rate: 1%
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 86%
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 84%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": 3.31
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect": 4.06
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "I can usually be myself around other students at this school.": 4
School Climate: Students responding "No" to "During this school year, have other students harassed or bullied you?" on YouthTruth survey: 73%
School Climate: Faculty members responding positively to "I feel physically safe at school." on faculty survey: 90%
School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: 90%
School Climate: Information security breaches addressed with 24 hours: 100%
School Climate: Required drills completed: 100%
Safety inspection completed? Y
</td>
</tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,966 Funding Source: LCFF Base, LCFF S+C Exp. Code:

restorative justice properly. All teachers will receive training during site and organization-wide professional development days. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of restorative justice.			$4,176 1000-1999: Certificated Personnel Salaries $1,790 3000-3999: Certificated Personnel Benefits
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,256 Funding Source: LCFF Base Exp. Code: $879 1000-1999: Certificated Personnel Salaries $377 3000-3999: Certificated Personnel Benefits
Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,786 Funding Source: LCFF Base Exp. Code: $1,950 1000-1999:

new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures			Certificated Personnel Salaries $836 3000-3999: Certificated Personnel Benefits
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Cyber Safety on the Technology Team.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$13,181 Funding Source: LCFF Base Exp. Code: $9,226 1000-1999: Certificated Personnel Salaries $3,954 3000-3999: Certificated Personnel Benefits
Culture, Habits and Community Teacher: We have recognized a need to build our current Community Time curriculum into a more robust student experience that emphasizes our values of Restorative Justice and Cultural Responsiveness. We will add a new teaching role to campuses that will build capacity to both design and teach a course on Culture, Habits and Community. The Community Teacher will support our students to proactively contribute to a campus that is	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,400 Funding Source: LCFF Base Exp. Code: $7,280 1000-1999: Certificated Personnel Salaries

physically and emotionally safe.The Community Teacher will also provide support for proactive positive culture building among the school community.		$3,120 3000-3999: Certificated Personnel Benefits

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will graduate college ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Basic: Teachers appropriately credentialed: 100% Basic: Pupils with access to standards-aligned instructional materials: 100% Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 70% Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 50% .Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments: 35% (no baseline data available) Pupil Achievement: Students admitted to a 4 year college: 95% or higher Pupil Achievement: EL Students reclassified to English Proficient: 15% Pupil Achievement: Average number of years before EL students are reclassified: 3 years Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: 60% Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	Actual Annual Measurable Outcomes:	Basic: Teachers appropriately credentialed: 100% Basic: Pupils with access to standards-aligned instructional materials: 100% Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 84% Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 77% Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 81.5% Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 31.5% Pupil Achievement: Students admitted to a 4 year college:100% Pupil Achievement: EL Students reclassified to English Proficient: 0% Pupil Achievement: Average number of years before EL students are reclassified: NA Pupil Achievement: Graduates passing at least one

30% Pupil Engagement: School absenteeism rate: 4% or lower Pupil Engagement: Chronic absenteeism rate: 9% Pupil Engagement: High school dropout rate: 5% Pupil Engagement: High school graduation rate: 90% Course Access: Students on-track to fulfill UC A-G course list requirements: 100%		AP exam with a 3 or higher: 49.3% Pupil Achievement: Students not requiring remediation based on Early Assessment Program:44% Pupil Engagement: School absenteeism rate: 4.3% Pupil Engagement: Chronic absenteeism rate: 11.7% Pupil Engagement: High school dropout rate: 0 Pupil Engagement: High school graduation rate: 91% Course Access: Students on-track to fulfill UC A-G course list requirements: 100%	

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
HR Policy Support: 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.	$37,571 Source: LCFF Base Exp Code: 5000-5999: Services And Other Operating Expenditures	Implemented as described.	$32,070 Source: LCFF Base Exp. Code: 5000-5999: Services And Other Operating Expenditures
Scope of service:	ALL Schools	Scope of service:	

__x__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, Assessments planned include the following (this list is not exhaustive): NWEA MAP - Math and Reading test, used for preassessment of all students, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. ACT EPAS - College readiness preassessment AAPPL - Spanish proficiency	$10,615 Funding source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Implemented as described.	$11,622 Funding source: LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures
Scope of service: ALL Schools		Scope of service:	
x_ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly	$31,360 Source: LCFF Supplemental &	Implemented as described.	$27,440 Source: LCFF S+C, LCFF Base Exp. Code: 1000-

check-in from their teacher. The design of the program frees teachers who are most proficient at literacy instruction to target the highest need students in an intensive small group setting, such as EL students. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.	Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries		1999: Certificated Personnel Salaries
Scope of service: All Schools		Scope of service:	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The design of the program frees teachers who are most proficient at numeracy instruction to target the highest need students in an intensive small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.	$42,074 Source: LCFF Supplemental & Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures	Implemented as described.	$37,511 Source: LCFF S+C, LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures
Scope of service: ALL Schools		Scope of service:	
_x_ALL		__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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.	$68,800 <u>Source</u>: LCFF Supplemental & Concentration LCFF Base <u>Exp Code</u>: 1000-1999: Certificated Personnel Salaries	Implemented as described.	$68,480 <u>Source</u>: LCFF S+C, LCFF Base <u>Exp. Code</u>: 1000-1999: Certificated Personnel Salaries
Scope of service: ALL Schools		Scope of service:	
x_ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Expeditions: Expeditions is an 8 week program, split into four 2-week blocks throughout the year, where students take elective courses. The Expeditions program has several major purposes: 1) Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions. 2) Students have a chance to explore non-academic passions. 3) Students have a chance to seek volunteer opportunities, make community partnerships, and	$334,000 <u>Source</u>: LCFF Supplemental & Concentration LCFF Base <u>Exp Code</u>: 5000-5999: Services and Other Operating	Implemented as described.	$255,600 <u>Source</u>: LCFF S+C, LCFF Base <u>Exp. Code</u>: 5000-5999: Services And Other Operating Expenditures

	Expenditures		
have immersive real-world experiences via Internships and Independent Study programs 4) Students explore careers via annual Career Days and through Internships. 5 Students have an opportunity to explore college options and learn more about the college experience in their junior year. 6) Students have an opportunity to obtain support on core academic course work and enhance their learning. Additionally, the Expeditions will program will be working to integrate themselves into the personalized learning platform to give students a more cohesive experience when transitioning in and out of Expeditions periods.			

Scope of service:	All Schools		Scope of service:	
x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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 other teachers. This year, the professional development program will be significantly expanded, with a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.	$27,192 Source: LCFF Supplemental & Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and	Implemented as described.	$38,760 Source: LCFF S+C, LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating

	Other Operating Expenditures		Expenditures
Scope of service: ALL Schools		**Scope of service:**	
_x_ ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and	$35,856 <u>Source</u>: LCFF Base <u>Exp Code</u>: 1000-1999: Certificated Personnel Salaries	Implemented as described.	$32,616 <u>Source</u>: LCFF Base <u>Exp. Code</u>: 1000-1999: Certificated Personnel Salaries

long-term curriculum planning

Scope of service:	ALL Schools		Scope of service:		
x_ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1) Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2) Assistant Director: The Assistant Director of the school knows all the students, and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 3) Director of College Readiness: The Director is	$50,097 Source: LCFF Supplemental & Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures		Implemented as described.		$61,540 Source: LCFF S+C, LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures

an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. The Director also works with the College Readiness program. 4) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)			

Scope of service:	All Schools		Scope of service:	
x_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is in the beginning stages of building a cohesive program to help students grow their habits of success. This year, the program will be piloted with a few teachers in the school to help understand what is effective, what isn't effective, and what's the appropriate measure of growth.	$35,530 Source: LCFF Supplemental & Concentration LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating	Implemented as described.	$36,703 Source: LCFF S+C, LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures

	Expenditures		
Scope of service: ALL Schools x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	$12,219 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Implemented as described.	$12,508 Source: LCFF Base Exp. Code: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries
Scope of service: ALL Schools x ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for	$17,167 Source: LCFF Supplemental	Implemented as described,	$16,903 Source: LCFF S+C, LCFF

struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions challenges, implemented using the same methodologies as the regular school year.	& Concentration Majority of actual program costs funded by private funding LCFF Base <u>Exp Code</u>: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures		Base, Majority of actual program costs funded by private funding <u>Exp. Code</u>: 1000-1999: Certificated Personnel Salaries

Scope of service:	All Schools		Scope of service:	
x_ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We believe that underlying our students' performance on our college readiness metrics are the habits of success, including academic mindsets and emotional intelligence, that support a student in engaging with all of their school activities. Because of our performance on last year's metrics, we are adding a dedicated role of Community Teacher who will improve our instruction of Habits of Success by improving the backwards planned curriculum and focusing their efforts on this growth. Second, we are continuing to improve our professional development for project time teachers, including our coaching program. On top of adjusting our coaching, we will be changing our attendance program, and our standardized assessment program based on reviewing our past progress and changes to goals. Because our

CAASPP scores, reclassification of ELs, and on-track data for projects and skills is low, we plan to adjust our coaching to focus on active engagement in the classroom and consistently holding students to high behavioral expectations in and out of class.

Finally, we will be adding the position of Office Assistant to increase the resources our administrative team has to design and implement effective interventions around attendance to meet our newly updated goal.

Based on our performance last year, we lowered the "EL Students reclassified to English Proficient," and "Chronic absenteeism rate" metric to a more realistic target since it was a new measure that we did not previously have a historical trend on.

Original GOAL from prior year LCAP:	Parents are partners in supporting their students and the school.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5__ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	School Climate: Parents/Families having a family meeting with student's mentor: 100% School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 75% Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 60% Parental Involvement: Parents responding positively to "I trust my student's school" on parent	Actual Annual Measurable Outcomes:	School Climate: Parents/Families having a family meeting with student's mentor: 100% School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey: 84% Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 57% Parental Involvement: Parents responding positively to "I trust my student's school" on parent

survey": 83% Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school.": 75% Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 79% Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 84.5% Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 77%		survey": 90% Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school." 82% Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.": 88% Parental Involvement: Parents responding positively to "I understand what I can do to support my students academically.": 90% Parental Involvement: Parents responding positively to "I understand how to interact with my student's Personalized Learning Plan (PLP)": 89%

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has a full-time Director of Family Engagement as well as partial dedicated time from Summit's Chief External Relations Officer and Development & Communications Manager to support family engagement and communications.		$4,056 Source: LCFF Base Exp Code: 5000-5999: Services And Other Operating Expenditures	Implemented as described.		$4,055 Source: LCFF Base Exp Code: 5000-5999: Services And Other Operating Expenditures
Scope of service:	All Schools		Scope of service:		

_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, Teaching & Learning Tours, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.	$21,123 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenses	Implemented as described.		$21,461 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenses
Scope of service:	All Schools		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent PLP: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance.	$2,403 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel	Implemented as described.		$2,408 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel

		Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services and Other Operating		Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures

Scope of service:	All Schools		Scope of service:		
_x_ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs.	$11,520 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries	Implemented as described.		$9,800 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries

Scope of service:	All Schools		Scope of service:		
_x_ ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. We will expand this service in future years to pilot both attendance and project due date reminders. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community.	$14,355 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services and Other Operating	Implemented as described.	$13,569 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures
Scope of service: All Schools		Scope of service:	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, the Director of Family Engagement will hold feedback interviews. Once a year, schools will hold	$10,014 Source: LCFF Base Exp Code: 1000-1999: Certificated	Implemented as described.	$10,011 Source: LCFF Base Exp Code: 1000-1999: Certificated

LCAP Parent Engagement sessions.	Personnel Salaries 5000-5999: Services And Other Operating Expenditures		Personnel Salaries 5000-5999: Services And Other Operating Expenditures
Scope of service: All Schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent Ambassador Trainings: To empower parents with the knowledge and skills they need to support their school, we will hold Parent Ambassador Trainings in the fall.	$415 Source: LCFF Base Exp Code: 5000-5999: Services And Other Operating Expenditures	Implemented as described.	$415 Source: LCFF Base Exp Code: 5000-5999: Services And Other Operating Expenditures
Scope of service: All Schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Translations: To reach our diverse audiences, we will translate both written and verbal communications into Spanish or other languages,	$300 Source: LCFF Supplemental	Implemented as described.	$300 Source: LCFF Supplemental

as needed.	& Concentration <u>Exp Code</u>: 5000-5999: Services And Other Operating Expenditures			& Concentration <u>Exp Code</u>: 5000-5999: Services And Other Operating Expenditures
Scope of service: All Schools _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			**Scope of service:** __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent Resources: We will have robust resources (i.e., websites, playlists, videos, etc.) that provide parents information on the Summit student experience and how they can better support their students.	$3,226 <u>Source</u>: LCFF Base <u>Exp Code</u>: 5000-5999: Services And Other Operating Expenditures		Implemented as described.	$3,226 <u>Source</u>: LCFF Base <u>Exp Code</u>: 5000-5999: Services And Other Operating Expenditures
Scope of service: **All Schools** **_x_ ALL** **OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient __Other** **Subgroups:(Specify)_____**			**Scope of service:** **__ALL** **OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient __Other** **Subgroups:(Specify)_____**	
	$3,952		Implemented as described.	$3,952 <u>Source</u>:

Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We will promote cross-communications and sharing of best practices across all schools' parent organizations.		Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries			LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries
Scope of service:	**All Schools**		**Scope of service:**		
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our recent input from parents including a mid-year survey suggests we will exceed our goals for parent engagement this year. We will continue holding regular family events, regular academic meetings with families, engaging in proactive communication with families regarding student issues, and teachers will continue regular communication with families. One data point for which we're slightly behind target is, "My student's school uses my feedback when making decisions." Our target is 60% and on a mid-year survey 57% of families agreed with this statement. To improve this, we are regularly communicating through our weekly newsletter ways that we're incorporating parent feedback and bringing them into processes that ensure their feedback is captured and utilized at the school - such as LCAP, facilities renovations, and the general student experience.			

Original GOAL from	All community members feel safe at school	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6_X_ 7__

prior year LCAP:		8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Basic: Unsafe facilities reports examined and addressed within 1 business day: 100% Basic: Complaints about facilities repairs: 0 School Climate: Pupil Suspension Rate: 3% School Climate: Pupil Expulsion Rate: 1% School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 85 School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 83.5% School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": 3.3 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect": 4.05 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "I can usually be myself around other students at this school.": 4 School Climate: Students responding "No" to "During this school year, have other students harassed or bullied you?" on YouthTruth survey: 72% School Climate: Faculty members responding positively to "I feel physically safe at school." on	Actual Annual Measurable Outcomes:	Basic: Unsafe facilities reports examined and addressed within 1 business day: 100% Basic: Complaints about facilities repairs: 0 School Climate: Pupil Suspension Rate: 0.4% School Climate: Pupil Expulsion Rate: 0% School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey: 91% School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey: 88% School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair": 3.69 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Most adults in this school treat students with respect":4.19 School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "I can usually be myself around other students at this school.":4 School Climate: Students responding "No" to "During this school year, have other students harassed or bullied you?" on YouthTruth survey: 78.4% School Climate: Faculty members responding positively to "I feel physically safe at school." on faculty survey: 92.9% School Climate: Faculty members responding

faculty survey: 90% or higher School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey: 90% or higher School Climate: Information security breaches addressed with 24 hours: 100% School Climate: Required drills completed: 100%		positively to "I feel emotionally safe at school." on faculty survey: 100% School Climate: Required drills completed: School Climate: Information security breaches addressed with 24 hours:100%

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need to be trained on facilitating restorative justice properly. All teachers will receive training during site professional development days and we will have professional development calibration during February professional development.	$6,144 Source: LCFF Base, LCFF Supplemental & Concentration Exp Code: 1000-1999: Certificated Personnel Salaries	Implemented as described.	$5,744 Funding Source: LCFF Base, LCFF S+C Exp Code: 1000-1999: Certificated Personnel Salaries
Scope of service:	All Schools	Scope of service:	
_x_ ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all.	$1,328 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries	Implemented as described.	$1,208 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries
Scope of service: All Schools		Scope of service:	
_x_ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Emergency Plan Project: To ensure the physical safety of students, the school leaders and teachers will seek input from professionals in devising a comprehensive safety plan to address a variety of emergencies and situations. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures. A safety committee will be formed, including members of the operations team, the HR team, the facilities team, and school faculty.	$5,029 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services and Other Operating Expenditures	Implemented as described.	$2,678 Source: LCFF Base Exp Code: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures
Scope of service: **All Schools**		Scope of service:	

_x_ ALL **OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient __Other** **Subgroups:(Specify)_____**			**__ALL** **OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient __Other** **Subgroups:(Specify)_____**	
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms.	$2,640 <u>Funding Source</u>: LCFF Base <u>Exp Code</u>: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Implemented as described.		$2,640 <u>Source</u>: LCFF Base <u>Exp Code</u>: 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures

Scope of service:	**All Schools**	**Scope of service:**	
_x_ ALL		**__ALL**	
OR: **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient** **__Other Subgroups:(Specify)_____**		**OR:** **__Low Income pupils __English Learners** **__Foster Youth __Redesignated fluent English proficient __Other** **Subgroups:(Specify)_____**	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Given that we outperformed our targets on almost every metric last year, we will continue many of the same actions and services that have been successful so far. The addition of a dedicated Culture, Habits, and Community Teacher will add to the resources

	we are devoting to developing students' sense of identity and belonging and increase student safety. This increased focus will help students feel comfortable being themselves at school as the teacher builds an environment of acceptance and belonging. In order to improve in teachers' sense of safety at school, our additional training around restorative justice will give faculty members additional tools to respond to instances in which a lack of safety is perceived.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

   Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

   For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ _____ $238,183 _____
Funds will be spent schoolwide on initiatives aimed at increasing parent engagement; improving literacy and numeracy for students; supporting high student access to college; providing more effective and increased opportunities for students to improve Common Core skills and SBAC performance; and supporting students' character development and the overall physical and emotional safety of every individual on campus. Experience and research shows that students recognize	

when they are being singled out, and any targeted intervention is best done in a fashion that minimizes this stigma. As such, all initiatives are schoolwide, but within all of these initiatives, a significant amount of direct attention is given to unduplicated students, and in some cases, the design of the initiative is meant to allocate resources to free teachers to directly address the needs of unduplicated students in separate classrooms.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

9.51% %

As many of our initiatives provide additional support to unduplicated students as part of their core structure, expansion of the whole initiative will certainly include a growth in the support for unduplicated students. The new Habits, Culture and Community course and Community Teacher role also provides more services for unduplicated students than the general populace. By and large, our students with the most gaps in their Habits of Success come from low-income families, immigrant families, and non-college- going families - families that do not have the resources to devote to helping their students to grow these habits and college skills at home. The Summit Reads and Summit Solves programs will add Tutors to enable 20-25% of intervention trained Tutors to work with unduplicated students in small group settings, while more generalist Tutors work with the general population in much larger classes. The Tutors will also increase the total number of adults on campus to support students who need additional academic intervention.Lastly, our PD work spends a great deal of focus on intervening with the most struggling students, a group that is unfortunately comprised of mostly unduplicated students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

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

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

    (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

        (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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