

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public School: Denali

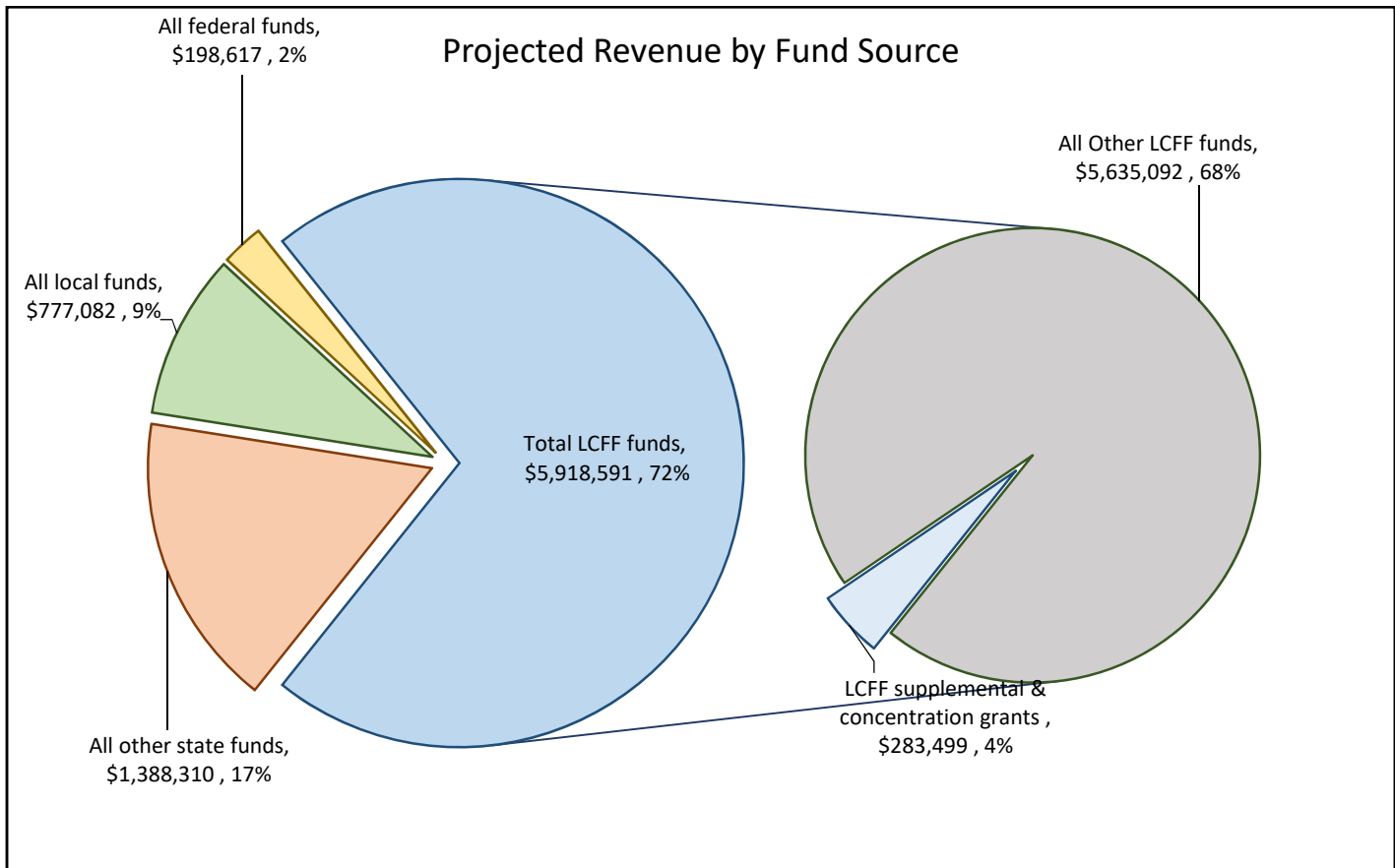
CDS Code: 43104390128090

Local Control and Accountability Plan (LCAP) Year: 19-20

LEA contact information: Kevin Bock

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

Budget Overview for the 19-20 LCAP Year

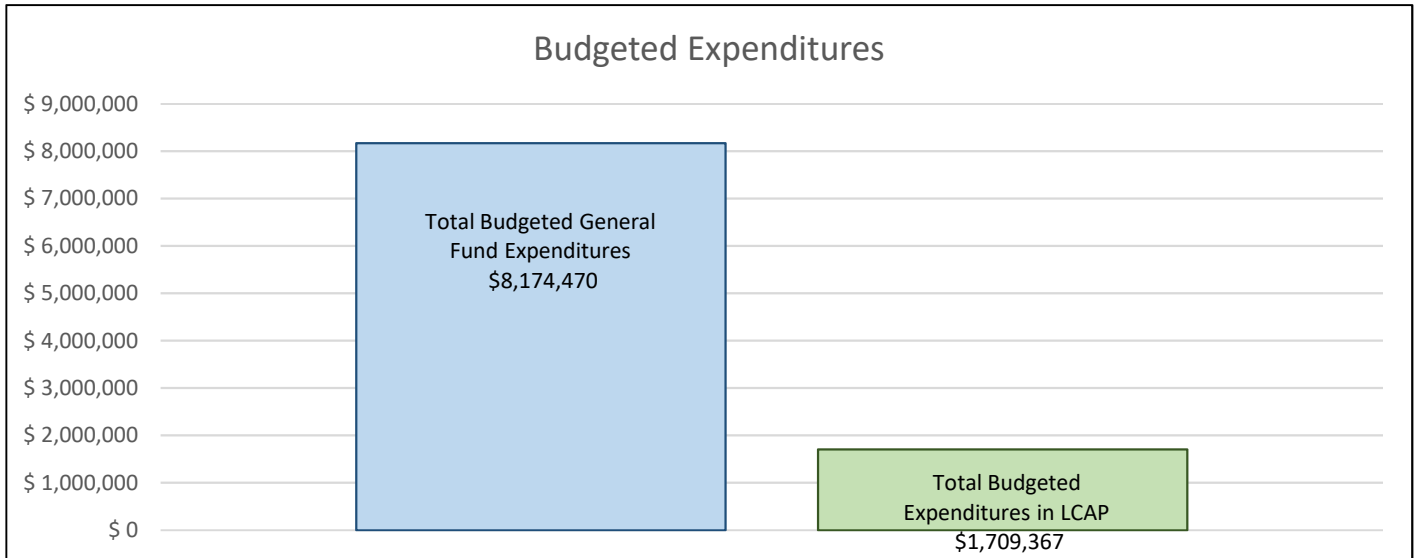


This chart shows the total general purpose revenue Summit Public School: Denali expects to receive in the coming year from all sources.

The total revenue projected for Summit Public School: Denali is \$8,282,600.00, of which \$5,918,591.00 is Local Control Funding Formula (LCFF), \$1,388,310.00 is other state funds, \$777,082.00 is local funds, and \$198,617.00 is federal funds. Of the \$5,918,591.00 in LCFF Funds, \$283,499.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Summit Public School: Denali plans to spend for 19-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Summit Public School: Denali plans to spend \$8,174,470.00 for the 19-20 school year. Of that amount, \$1,709,367.00 is tied to actions/services in the LCAP and \$6,465,103.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

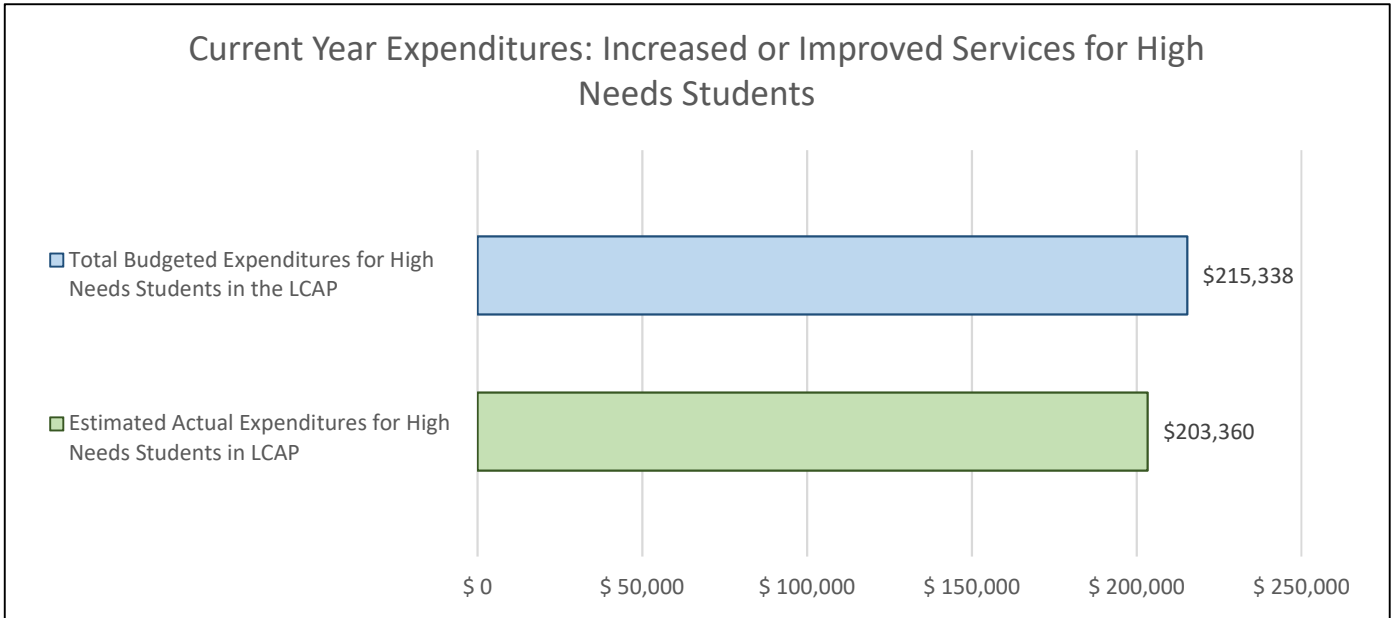
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in 19-20

In 19-20, Summit Public School: Denali is projecting it will receive \$283,499.00 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School: Denali must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Summit Public School: Denali plans to spend \$1,143,086.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 18-19



This chart compares what Summit Public School: Denali budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summit Public School: Denali estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 18-19, Summit Public School: Denali's LCAP budgeted \$215,338.00 for planned actions to increase or improve services for high needs students. Summit Public School: Denali estimates that it will actually spend \$203,360.00 for actions to increase or improve services for high needs students in 18-19. The difference between the budgeted and actual expenditures of \$11,978.00 had the following impact on Summit Public School: Denali's ability to increase or improve services for high needs students:

The majority of the difference in expenditures for actions and services to improve service for high needs students resides in the reorganization of the Community Engagement team in Goal 2. The community engagement effort was redistributed to local staff and the savings went towards various comm. engagement initiatives and programs led by local staff.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Summit Public School: Denali	Kevin Bock Executive Director	kbock@summitps.org 669-721-2646

2017-20 Plan Summary

The Story

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

Summit Denali is located in Sunnyvale, CA and serves a diverse group of around 400 students from northern Santa Clara County. Denali opened in the fall of 2013 with a founding class of 6th graders. The school has grown with our students and now serves 6th through 11th graders, with approximately 100 students per grade. Denali is a countywide benefit charter that was established to serve a diverse group of students from various school districts along the 101 corridor. Our students reflect the diversity of northern Santa Clara county, coming from over 20 different elementary, high school, and unified school districts. Denali's 5-year charter was unanimously renewed by the Santa Clara County Board of Education in the fall of 2017.

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

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

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

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

Of the indicators on the California School Dashboard, we are especially proud of our scores in English Language Arts and Mathematics, which were both far above standard in 2017-2018.

We plan to improve our teacher professional development and our Tier 2 and Tier 3 interventions in order to build on this success and especially to better support our English Learner, Latino, and Socioeconomically Disadvantaged students.

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

Greatest Needs

For the 2017-2018 school year, we were in the "Red" or "Orange" category in Chronic Absenteeism and Suspension Rate.

During the 2018-2019 school year, we took several steps to address these areas, including enhancing our restorative justice practices and Habits of Success curriculum.

In 2019-2020, we will redouble these efforts, and will also take these actions: increase the scope and quality of our Tier 2 and Tier 3 interventions; improve professional development for teachers and school leaders, especially around serving higher-needs students; hiring a Dean of Operations to lead attendance improvement initiative

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We had gaps of two or more performance levels in English Language Arts and Mathematics.

In order to close these gaps, we are increasing the scope and quality of our Tier 2 and Tier 3 interventions and improving professional development for teachers and school leaders, especially around serving higher-needs students.

Comprehensive Support and Improvement

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

Schools Identified

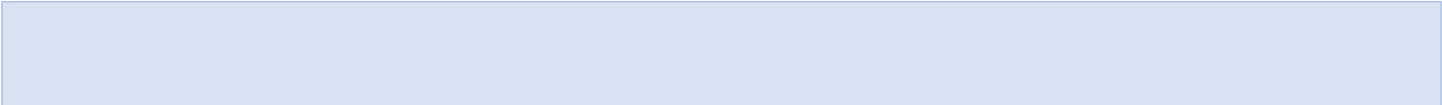
Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

All students will graduate college-ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Basic: Teachers appropriately credentialed:

18-19

100%

Baseline

59%

100.00%

Metric/Indicator

Basic: Pupils with access to standards-aligned instructional materials:

18-19

100%

Baseline

100%

100.00%

Expected

Actual

Metric/Indicator

Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:

18-19

85%

Baseline

83%

82.00%

Metric/Indicator

Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills:

18-19

72%

Baseline

73%

72%

Metric/Indicator

Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA:

18-19

All Students: 77%

EL Students: 25%

SED Students: 44%

Hispanic Students: 54%

Asian Students: 85%

White Students: 85%

Two or More Races Students: 85%

SPED Students: 26%

Baseline

All Students: 67%

EL Students: 15%

SED Students : 34%

Hispanic Students: 39%

Asian Students: 87%

White Students: 83%

Two or More Races Students: 87%

SPED Students: 26%

All Students: 73%
 EL Students: N/A (n<10)
 SED Students: 37%
 Hispanic Students: 43%
 Asian Students: 87%
 White Students: 90%
 Two or More Races Students: 82%
 SPED Students: 29%

Metric/Indicator

All Students: 68%
 EL Students: N/A (n<10)

Expected

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

18-19

All Students: 70%
EL Students: 25%
Economically Disadvantaged Students: 31%
Hispanic Students: 36%
Asian Students: 85%
White Students: 85%
Two or More Races Students: 84%
SPED Students: 29%

Baseline

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

Metric/Indicator

Pupil Achievement: Students admitted to a 4 year college:

18-19

NA

Baseline

NA

Metric/Indicator

Pupil Achievement: EL Students reclassified to English Proficient:

18-19

5%

Baseline

7.5%

Metric/Indicator

Pupil Achievement: Average number of years before EL students are
reclassified:

18-19

Actual

Economically Disadvantaged Students: 30%
Hispanic Students: 30%
Asian Students: 87%
White Students: 82%
Two or More Races Students: 84%
SPED Students: 23%

NA

10.9%

1.2 years

Expected

Actual

<p>2 YRS</p> <p>Baseline 2 YRS</p>	
<p>Metric/Indicator Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:</p> <p>18-19 NA</p> <p>Baseline NA</p>	<p>NA</p>
<p>Metric/Indicator Pupil Achievement: Students not requiring remediation based on Early Assessment Program:</p> <p>18-19 NA</p> <p>Baseline NA</p>	<p>NA</p>
<p>Metric/Indicator Pupil Engagement: School absenteeism rate:</p> <p>18-19 4.2</p> <p>Baseline 3.3%</p>	<p>5.29%</p>
<p>Metric/Indicator Pupil Engagement: Chronic absenteeism rate:</p> <p>18-19 All Students: 10% Asian Students: 5% Hispanic Students: 10.3% White Students: 13.1% Two or More Races Students: 10.3% EL Students: 12% SED Students: 9.7% SPED Students: 8.2%</p>	<p>All Students: 11.10% Asian Students: 6.4% Hispanic Students: 13.2% White Students: 6.9% Two or More Races Students: 22% EL Students: 16.3% SED Students: 13.9% SPED Students: 25.5%</p>

Expected

Actual

Baseline

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

Metric/Indicator

Pupil Engagement: Middle school dropout rate:

18-19

0%

Baseline

0%

0%

Metric/Indicator

Pupil Engagement: High school dropout rate:

18-19

NA

Baseline

NA

NA

Metric/Indicator

Pupil Engagement: High school graduation rate:

18-19

NA

Baseline

NA

NA

Metric/Indicator

Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)

18-19

100%

Baseline

100%

100%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.</p>	<p>Implemented as described.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF, Title II \$57,872</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF, Title II \$60,341</p>

Action 2

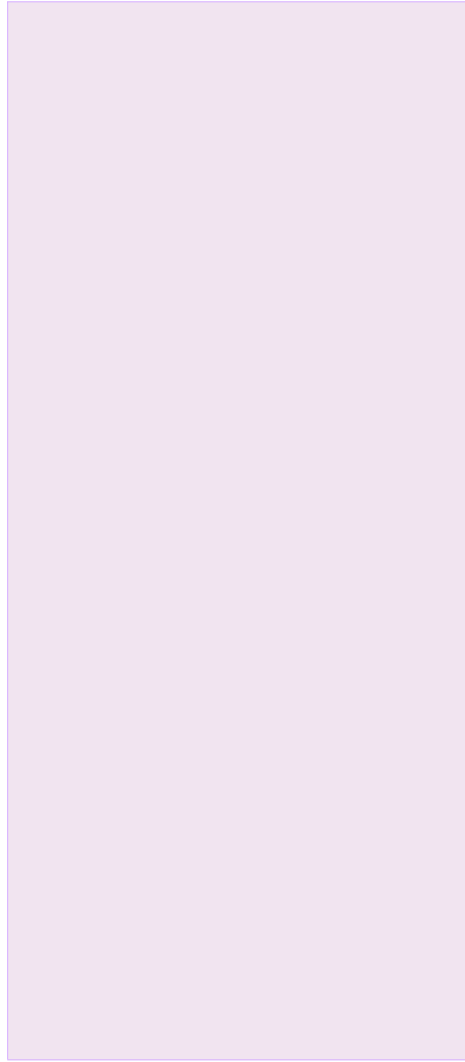
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,507</p> <p>3000-3999: Employee Benefits LCFF \$359</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$23,750</p> <p>3000-3999: Employee Benefits LCFF \$5,938</p>

post- assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy.

Assessments planned include the following

(this list is not exhaustive):

- SBAC ICAs and IABs
- NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.
- ACT EPAS - College readiness pre-assessment for 11th graders



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Literacy Intervention: This is an intervention devoted to improving student literacy. The highest need students, such as EL students, receive a directed intervention in a small group setting. This period</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$7,885</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$7,347</p>

also enables Special Education teachers to pull out SPED students to address specific literacy gaps.

3000-3999: Employee Benefits LCFF, Title I \$1,971

3000-3999: Employee Benefits LCFF, Title I \$1,837

Action 4

Planned Actions/Services

Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

Actual Actions/Services

Implemented as described.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF, Title I \$7,885

3000-3999: Employee Benefits LCFF, Title I \$1,971

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF, Title I \$7,347

3000-3999: Employee Benefits LCFF, Title I \$1,837

Action 5

Planned Actions/Services

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

Actual Actions/Services

Implemented as described.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Title I \$68,947

3000-3999: Employee Benefits Title I \$17,237

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF \$66,182

3000-3999: Employee Benefits LCFF \$16,546

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives:</p> <ol style="list-style-type: none"> 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships. 4. Students have an opportunity to explore college options and 	<p>Implemented as described.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$287,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$287,000</p>

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.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,074</p> <p>3000-3999: Employee Benefits LCFF \$518</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,987</p> <p>3000-3999: Employee Benefits LCFF \$497</p>

Action 8

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

Implemented as described.

1000-1999: Certificated Personnel Salaries LCFF \$30,643

1000-1999: Certificated Personnel Salaries LCFF \$29,414

3000-3999: Employee Benefits LCFF \$7,661

3000-3999: Employee Benefits LCFF \$7,354

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

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

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

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

Actions/Services

Implemented as described.

Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$19,371

Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$29,302

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

4) College Readiness Manager:
The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

5) College Readiness program:
Part of the Expeditions program listed above (listed here for

completion; not included in the budget details for this action)

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF \$4,147 3000-3999: Employee Benefits LCFF \$1,037	1000-1999: Certificated Personnel Salaries LCFF \$3,974 3000-3999: Employee Benefits LCFF \$994

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office	Implemented as described.	2000-2999: Classified Personnel Salaries LCFF \$11,520 3000-3999: Employee Benefits LCFF \$2,880	2000-2999: Classified Personnel Salaries LCFF 10,233 3000-3999: Employee Benefits LCFF \$2,558

Managers to ensure correct attendance is taken.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All students participate in the Summit Learning Platform which allows them to access multiple resources to help them build their Common Core cognitive skills and foundational content knowledge to be successful on long-term projects and content specific assessments. Each student has a mentor who helps students monitor their academic goals and uses appropriate strategies when goals are not met. During Personalized Learning Plan meetings in the fall and the spring students discussed their goals with their mentor and parents and used this information to drive their daily actions which include school attendance, academic outcomes and growth in social emotional learning. Programs such as Summit Reads and Summit Solves are meant to support ELA and math literacy so that all students can show growth in these areas. Our Summit Reads and Summit Solves classes were designed based upon student achievement in cognitive skills in the previous year and NWEA MAP results in the fall. We then used that information to tailor supports for students on the CAASPP exams. All instructors continuously participate in professional development to help them improve their teaching of cognitive skills to students with a variety of reading and math levels. Our college readiness curriculum provided the foundation for students to be able to apply to best-fit colleges for the 2018-2019 school year. We continued to have a tiered system of college readiness support that includes mentors, assistant directors, and a network-wide director of College Readiness. Additionally, this year we continued to implement an social-emotional curriculum that worked to specifically teach and model habits, community and culture related skills including self-directed learning and relationship skills. This program was intended to help students feel a sense of belonging and connection to the school. Each Monday, students participate in circles in all of our mentor groups to enhance student sense of belonging.

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

While we do not yet have seniors at Summit Denali, we are confident in the effectiveness of our program to prepare students to be college-ready, as shown by the college acceptance rates at our other Summit schools, along with the CAASPP scores from our current middle school students. For example, as of April 18, 2019, 91% of students at Summit Shasta -- another Summit school in the Bay Area with similar demographics to Denali -- have been accepted to at least one four year-college and all students are on track to graduate in June of 2019. We expect that next year 100% of our first graduating class of students at Denali will be accepted into a 4 year college or university. Our middle school students at Denali take the CAASPP test each year, which we are able to use as a predictor for their level of college readiness. In 2018, _____ of our students We also actively are working to address some of the subgroup discrepancies on CAASPP by hosting several tiers of math interventions taught by two different math teachers. We also struggled with some of our students who are chronically absent. Even though we do not have a big truant problem, we are working with some of our families who are excusing absences to make sure that we are all supporting student success and goals. The

Executive Director and Assistant Director review attendance data weekly on Fridays and proactively reach out to students who are starting to accumulate a larger number of absences. We also provide attendance data to faculty quarterly so they are aware of larger attendance issues and we can leverage our mentor relationships, student services and our truancy program to try and support students and their families in meeting attendance targets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Standardized Assessment Program: Teacher spented significantly more time on standardized assessment analysis and administration

College Process Support: SPS hired an additional staff person to support college process initiative

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

Here are a few of the major changes we are making as a result of this analysis:

- We are working to minimize teacher responsibilities outside of core instruction and intervention, so that they can focus their energy on student learning, especially for high-needs students (All Actions)
- Our CMO is forming a new Learning Experience Team to support our teachers via professional development and continuous improvement. (Actions 7, 8, and 10)
- We are updating our Literacy and Math intervention programs (Summit Reads and Summit Solves) to support students with a wider range of needs and are dedicating more teacher and administrator time to these programs. (Actions 3 and 4)
- We are bringing back Course-Level Teams, where our teachers will collaborate with other teachers in the network who are teaching the same course to internalize curriculum and share best practices. (Actions 7 and 9)
- We are improving our college process supports by implementing an updated college readiness curriculum and providing targeted, timely supports for juniors and seniors (Action 9)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

18-19

100%

Baseline

100%

100%

Metric/Indicator

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

18-19

All Students: 70%

Asian Students: 85%

Hispanic Students: 79%

White Students: 78%

All Students: 82%
 Asian Students: NA
 Hispanic Students: NA
 White Students: NA
 Two or More Races Students: NA
 EL Students: NA
 SED Students: NA

Expected

Two or More Races Students: 70%
EL Students: 85%
SED Students: 85%

Baseline

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

Metric/Indicator

Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:

18-19

All Students: 53%
Asian Students: 52%
Hispanic Students: 84%
White Students: 50%
Two or More Races Students: 53%
EL Students: 75%
SED Students: 85%

Baseline

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

Metric/Indicator

Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”:

18-19

78%

Baseline

Actual

All Students: 60%
Asian Students: NA
Hispanic Students: NA
White Students: NA
Two or More Races Students: NA
EL Students: NA
SED Students: NA

83%

Expected

Actual

87%

Metric/Indicator

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

18-19

77%

Baseline

79%

Metric/Indicator

Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”:

18-19

85%

Baseline

84%

Metric/Indicator

Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”:

18-19

83%

Baseline

80%

Metric/Indicator

Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:

18-19

85%

Baseline

86%

Metric/Indicator

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

18-19

78%

93%

86%

81%

Y

Expected

Actual

Y

Baseline

Y

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP</p>	<p>Community Engagement team was reduced and community engagement effort was redistributed, resulting in cost savings.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,765</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,616</p>
		<p>3000-3999: Employee Benefits LCFF \$691</p>	<p>3000-3999: Employee Benefits LCFF \$654</p>
		<p>5000-5999: Services And Other Operating Expenditures LCFF \$27,969</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$684</p>

Stakeholder Engagement sessions.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF \$21,773	1000-1999: Certificated Personnel Salaries LCFF \$21,325
		3000-3999: Employee Benefits LCFF \$5,443	3000-3999: Employee Benefits LCFF \$5,331

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF \$41,818	1000-1999: Certificated Personnel Salaries LCFF \$40,147
		3000-3999: Employee Benefits LCFF \$10,454	3000-3999: Employee Benefits LCFF \$10,037

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$27,878</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$26,765</p>
		<p>3000-3999: Employee Benefits LCFF \$6,970</p>	<p>3000-3999: Employee Benefits LCFF \$6,691</p>

Action 5

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

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Our fall was heavy with events designed to support parents' engagement with their students' education at our school. Our Back to School Night and Personalized Learning Plan trainings were supported by generally increased teacher/family contacts. In the Fall and throughout the year, faculty have participated in professional development designed to improve communication between teachers and families. Anecdotally, we have received positive feedback from families for increased faculty-family engagement this year. In particular, families appreciate the regular newsletters and the fact that formal mentor contact happens at a minimum twice a year. Our Parent Education Night remained expansive this year, with many highly-attended events. Some sessions were produced and developed by faculty (covering topics such as the college experience and supporting your student at Shasta) and other sessions brought in external experts or resources (such as financial aid experts from Stanford and experts in teen drug use and prevention). The feedback from families is positive. We are developing events next fall focused on family feedback from this year, including supporting self-directed learning at home and a regular Town Hall meeting so families have an opportunity to engage and provide in-person feedback to the network superintendent. We hope to increase attendance at these events. Our parent organization has been focusing on increasing its structure this year. We have developed regular meeting structures for both the parent organization leadership and the broader parent organization. The community engagement team was eliminated at the central level and much of that work fell back to the Executive Director and Assistant Director. While the Directors worked to engage families on-site, there is work to be done to increase family attendance and larger community engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. Community Engagement team was reduced and community engagement effort was redistributed, resulting in cost savings.

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

Our biggest change here is the creation of a new Dean of Operations role, plus a site-based Community Engagement Manager. Having site-based employees with an elevated responsibility for school operations will ensure these activities are high-quality and tailored to the needs of the community. (Actions 1 & 2)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

<p>Metric/Indicator Basic: Unsafe facilities reports examined and addressed within 1 business day:</p> <p>18-19 100%</p> <p>Baseline 100%</p>	<p>100.00%</p>
<p>Metric/Indicator Basic: Complaints about facilities repairs:</p> <p>18-19 NA</p> <p>Baseline NA</p>	<p>NA</p>
<p>Metric/Indicator School Climate: Pupil Suspension Rate:</p>	<p>All Students: 4.3% Hispanic Students: 6.7% White Students: 3.6%</p>

Expected

Actual

18-19
All Students: 4.6%
Hispanic Students: 8.7%
White Students: 3.5%

Baseline
All Students: 4%
Hispanic Students: 6.6%
White Students: 4.8%

Metric/Indicator
School Climate: Pupil Expulsion Rate:

18-19
0%

Baseline
NA

0.20%

Metric/Indicator
School Climate: Parents responding positively to "I feel my child is physically safe at school" on parent survey:

18-19
85%

Baseline
84%

90%

Metric/Indicator
School Climate: Parents responding positively to "I feel my child is emotionally safe at school" on parent survey:

18-19
79%

Baseline
84%

79%

Metric/Indicator
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to "Discipline in this school is fair":

18-19
63%

Baseline

60.00%

Expected

Actual

3.99 / 5

Metric/Indicator

School Climate: Students responding positively to "The adults at my school care about me"

18-19

73%

Baseline

4.2 / 5

87%

Metric/Indicator

School Climate: Faculty members responding positively to "I feel physically safe at school." on faculty survey:

18-19

85%

Baseline

83.3%

89.00%

Metric/Indicator

School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey:

18-19

73%

Baseline

87.5%

82.00%

Metric/Indicator

School Climate: Required drills completed:

18-19

100%

Baseline

100%

100.00%

Metric/Indicator

School Climate: Information security breaches addressed with 24 hours:

18-19

100%

Baseline

100%

100.00%

Expected

Actual

Metric/Indicator

Safety inspection completed?

18-19

Y

Baseline

Y

Yes

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Implemented as described.

1000-1999: Certificated
Personnel Salaries LCFF \$10,214

1000-1999: Certificated
Personnel Salaries LCFF \$9,856

3000-3999: Employee Benefits
LCFF \$2,554

3000-3999: Employee Benefits
LCFF \$2,464

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of

Implemented as described.

1000-1999: Certificated
Personnel Salaries LCFF \$2,554

1000-1999: Certificated
Personnel Salaries LCFF \$2464

3000-3999: Employee Benefits
LCFF \$638

3000-3999: Employee Benefits
LCFF \$616

School Leaders drive the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders receive training on implicit bias in the staff selection process.



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$6,038</p> <p>3000-3999: Employee Benefits LCFF \$1,510</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$5810</p> <p>4000-4999: Books And Supplies LCFF \$1,452</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by</p>	<p>Director of Digital Safety was not hired - this work was distributed to the rest of the team. Others - Implemented as described.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$47,466</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$28,324</p>

appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.



Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.</p>	<p>Mental and Behavioral Health Supports: Supports work strategically reallocated to existing staff instead of hiring new vendor. Counseling services were extended to more students and PD was offered to faculty.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$20,000</p>	<p>0 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.</p>	<p>Implemented as described.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$79,000</p> <p>3000-3999: Employee Benefits LCFF \$19,750</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$85,941</p> <p>3000-3999: Employee Benefits LCFF \$21,485</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This year, teachers received training in restorative justice during new faculty orientation and personalized feedback in coaching throughout the year. Training included coaching on holding restorative circles, use of proactive restorative language in the classroom, and methods of de-escalation in the classroom. Teachers were also trained on when a situation should be brought to the attention of school leadership so appropriate conversations can take place. Frequently, these circles offer an opportunity to clarify reintegration norms and expectations. In addition, formal restorative contracts were written to document specific steps needed to repair harm. Furthermore, faculty and student circles were held weekly to support a sense of belonging across the school. Faculty continued to hold bi-weekly check-ins with all students in their mentor groups to check-in on both academic progress and for social-emotional support. Mentors are a student's primary support on campus and through these check-ins mentors can identify and address many emotional and physical concerns during the year. We partnered this year with the Summit Public Schools facilities team to immediately address any facility issues or concerns. Several safety audits were completed throughout the year and faculty were assigned monitoring duties inside and outside of classrooms during unstructured break and lunch times. We continue to partner with the technology team at Summit Public Schools to ensure digital and cyber-safety on campus. We have strong firewalls in place on campus and we regularly block unsafe or questionable sites. To monitor physical and emotional safety on campus, school surveys are given twice a year to both students and faculty. Stakeholders are able to anonymously complete the survey to ensure to allow for the most accurate data on community safety.

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

Our restorative justice program and weekly circles have led to a stronger feeling of community than we have experienced among students before. We have been working on intentionally and proactively building positive relationships among students and between students and faculty. In addition, regular all schools celebrations have been planned and implemented on a monthly basis. Faculty participate in and receive professional development on circles every other week in our Wednesday faculty meetings. Furthermore, the 10-minute check-ins every Friday between the student and mentor teacher fosters strong relationships. We have focused on building community within grade levels. While we still have work to do in bringing our very diverse community together, we are noticing a stronger sense of support. The Dean of Culture and Instruction has created a strong process to support clubs and student well-being and is regularly available to follow-up with students and families. When more specific support is needed, a contractor from Seneca is available on Friday for drop-in counseling services. Students have anecdotally shared these sessions are very helpful and she regularly has a list of more students than she can meet. As noted in prior sections, we continue to work to better integrate our habits

curriculum across our school day next year. We have conducted all emergency drills prior to the deadline and successfully completed drills for earthquake, fire, and active shooter. We conduct regular on-site audits to ensure that we are compliant with all campus safety measures. While a digital safety director was not hired, we have tech support on site who regularly partners with the Executive Director on best practices of digital safety.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Information Safety: Tech team was reorganized and thus generated cost savings for this initiative. Mental Health Support: Vendor was not hired for this initiative, resulting in cost savings.

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

We saw improvement in suspensions and other behavior incidents at our school this year due to our implementation of restorative justice. This improvement does not show up in the data in our Annual Update because we're reporting our final complete year of data (2017-2018). However, our preliminary data for 2018-2019 shows improvement. We plan to double down on PD in these areas to continue our improvement. We are also investing further in our multi-tiered system of supports to ensure we have the right academic, social, and emotional supports for every student. (Actions 1, 2, 5, and 7)

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Summit Denali met with parents, students, and teachers in the Spring of 2019 to review our annual progress and garner feedback and analysis on our 2019-20 LCAP goals. Our community members were notified of the stakeholder engagement session through announcements, phone calls, emails, and community newsletters. Students met during lunch, staff met during a scheduled staff meeting, and a community meeting was held in the evening during a date and time identified on the school's annual event calendar. During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 18-19 LCAP Annual Update and the 19-20 LCAP. Community members who could not attend the meetings were able to download the materials from the website and share their input virtually with the school leaders. All subgroups were represented and Spanish translations were provided. Summit Denali leadership reviewed and analyzed the results of the annual Parent Survey.

Impact on LCAP and Annual Update

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

These conversations continued to provide affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. One area of discussion that specifically impacted our activities for our 19-20 LCAP was around academic interventions. Our plans reflect increased support for literacy and math interventions. Additionally, stakeholders discussed the need to not only attract high-quality staff but an increased effort to retain these employees from year to year. We will be expanding our support of teachers through targeted coaching and professional growth opportunities. Stakeholders expressed supports for the mentoring program, and expressed desires for increased resources for teachers to support mentoring of students who are struggling. Parents suggested additional ways for family engagement.



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

All students will graduate college-ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Teachers appropriately credentialed:	59%	100%	100%	100%
Basic: Pupils with access to standards-	100%	100%	100%	100%

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Achievement: Students admitted to a 4 year college:	NA	NA	NA	NA
Pupil Achievement: EL Students reclassified to English Proficient:	7.5%	5%	5%	5%
Pupil Achievement: Average number of years before EL students are reclassified:	2 YRS	2 YRS	2 YRS	2 YRS
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	NA	NA	NA	NA
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	NA	NA	NA	NA
Pupil Engagement: School absenteeism rate:	3.3%	3.9%	4.2	4.5%
Pupil Engagement: Chronic absenteeism rate:	All Students: 1.74% Asian Students: 0% Hispanic Students: 1.5% White Students: 1.6% Two or More Races Students: 0% EL Students: 0% SED Students: 0.79% SPED Students: 2.5%	All Students: 5.5% Asian Students: 2.5% Hispanic Students: 4% White Students: 4% Two or More Races Students: 2.5% EL Students: 2.5% SED Students: 3% SPED Students: 5%	All Students: 10% Asian Students: 5% Hispanic Students: 10.3% White Students: 13.1% Two or More Races Students: 10.3% EL Students: 12% SED Students: 9.7% SPED Students: 8.2%	All Students: 10% Asian Students: 5% Hispanic Students: 10.3% White Students: 13.1% Two or More Races Students: 10.3% EL Students: 12% SED Students: 9.7% SPED Students: 8.2%

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,309	\$57,872	\$70,906
Source	Base	LCFF, Title II	LCFF, Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

Assessments planned include the following

(this list is not exhaustive):

- SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)
- NWEA MAP - Math and Reading test, used for pre-assessment of

2018-19 Actions/Services

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

Assessments planned include the following

(this list is not exhaustive):

- SBAC ICAs and IABs
- 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

2019-20 Actions/Services

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

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.

PSAT

6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.

- PSAT-This college-ready test is administered to students in grades 9-11
- ACT EPAS - College readiness pre-assessment for 11th graders

reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.

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

SBAC ICA and IABs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12574	\$1,507	\$22,343
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5449	\$359	\$7,448
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1128		\$9,977
Source	Base		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7840	\$7,885	\$77,450
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3360	\$1,971	\$25,817
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$7261		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7840	\$7,885	\$77,450
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$3360	\$1,971	\$25,817
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	LCFF, Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$8077		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Extended school day: All school work is completed electronically via a number of

2018-19 Actions/Services

Extended school day: All school work is completed electronically via a number of

2019-20 Actions/Services

Extended school day: All school work is completed electronically via a number of

different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet 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.

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$69373	\$68,947	\$81,401
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$29731	\$17,237	\$27,134
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives:

1. Students have a chance to explore extracurricular passions.
2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via

2018-19 Actions/Services

Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives:

1. Students have a chance to explore extracurricular passions.
2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via

2019-20 Actions/Services

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

- 1) Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.
- 2) Students have a chance to explore non-academic passions.
- 3) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs
- 4) Students explore careers via annual Career Days and through Internships.

Internships and Independent Study programs

- Students explore careers via annual Career Days and through Internships.
- Students have an opportunity to explore college options and learn more about the college experience in their junior year.
- Students have an opportunity to obtain support on core academic course work and enhance their learning.

Internships and Independent Study programs

- Students explore careers via annual Career Days and through Internships.
- Students have an opportunity to explore college options and learn more about the college experience in their junior year.
- Students have an opportunity to obtain support on core academic course work and enhance their learning.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$311,850	\$287,000	\$382,000
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 7

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.

The Director of Continuous Improvement provides resources along with monthly professional development and coaching to

2018-19 Actions/Services

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

2019-20 Actions/Services

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

teachers focused on targeted supports for English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9966	\$2,074	\$26,282
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4271	\$518	\$8,761
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$29944		\$43,756
Source	LCFF Supplemental and Concentration, LCFF Base		LCFF, Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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2019-20 Actions/Services

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

days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.

days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.

days of professional development around assessment calibration, and long-term curriculum planning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32098	\$30,643	\$33,919
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$13756	\$7,661	\$11,306
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$7,348
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 9

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major

2018-19 Actions/Services

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

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls

2019-20 Actions/Services

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

1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.

2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls

deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

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

4. College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support post-secondary success for Summit alumni to learn about how our program can better set current students up for post-secondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools.

and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

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

4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondary success. This role supports the development of system that are mostly

and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.

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

4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondary success. This role supports the development of system that are mostly

<p>5. College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)</p>	<p>executed directed by School Leaders across Summit schools.</p> <p>5) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)</p>	<p>executed directed by School Leaders across Summit schools.</p> <p>5) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,959	\$19,371	\$30,394
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$18,411		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$18,306		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors progress, monitor, and check to ensure students growth of the Habits of Success.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4240	\$4,147	\$207,555
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1817	\$1,037	\$69,185
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2769		\$8,153
Source	LCFF Supplemental and Concentration, LCFF Base		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3507	\$11,520	\$1,975
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$1503	\$2,880	\$13,957
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount	\$11315		\$5,311
Source	Base		LCFF
Budget Reference	2000-2999: Classified Personnel Salaries		3000-3999: Employee Benefits
Amount			\$8,269
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Parents/Families having a family meeting with student's mentor:	100%	100%	100%	100%
School Climate: Parents responding positively to "I feel connected to my	All Students: 79% Asian Students: 87% Hispanic Students: 87%	All Students: 76% Asian Students: 76% Hispanic Students: 76%	All Students: 70% Asian Students: 85% Hispanic Students: 79%	All Students: 80% Asian Students: 80% Hispanic Students: 80%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
student's school" on parent survey:	White Students: 74% Two or More Races Students: 75% EL Students: 95% SED Students: 93%	White Students: 76% Two or More Races Students: 76% EL Students: 76% SED Students: 76%	White Students: 78% Two or More Races Students: 70% EL Students: 85% SED Students: 85%	White Students: 80% Two or More Races Students: 80% EL Students: 80% SED Students: 80%
Parental Involvement: Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey:	All Students: 58% Asian Students: 42% Hispanic Students: 66% White Students: 44% Two or More Races Students: 33% EL Students: 82% SED Students: 77%	All Students: 55% Asian Students: 55% Hispanic Students: 55% White Students: 55% Two or More Races Students: 55% EL Students: 55% SED Students: 55%	All Students: 53% Asian Students: 52% Hispanic Students: 84% White Students: 50% Two or More Races Students: 53% EL Students: 75% SED Students: 85%	All Students: 60% Asian Students: 60% Hispanic Students: 60% White Students: 60% Two or More Races Students: 60% EL Students: 60% SED Students: 60%
Parental Involvement: Parents responding positively to "I trust my student's school" on parent survey":	87%	84%	78%	84%
Parental Involvement: Parents responding positively to "I am satisfied with my level of knowledge of what my student is learning or doing at school."	79%	75%	77%	78%
Parental Involvement: Parents responding positively to "I understand my student's academic performance and progress in school.":	84%	81%	85%	85%
Parental Involvement: Parents responding	80%	78%	83%	85%

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and services to our families.

2018-19 Actions/Services

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

2019-20 Actions/Services

Community Engagement Team: Summit schools have a Community Engagement Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site-based Community Engagement Managers are trained and supported by a small team housed within the Charter Management Organization.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,334	\$2,765	\$30,394
Source	Base	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures
Amount		\$691	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	
Amount		\$27,969	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13568	\$21,773	\$17,518
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5815	\$5,443	\$2,153
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries

Amount	\$3510		\$6,557
Source	Base		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures		3000-3999: Employee Benefits

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.

2019-20 Actions/Services

Summit Learning Platform: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance.

interface for families to track attendance records.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$502	\$41,818	\$37,737
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2736	\$10,454	\$12,579
Source	Base	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$215		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
------------------	------------------	------------------

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10042	\$27,878	\$25,158
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4304	\$6,970	\$8,386
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

as expand this service in future years to pilot both attendance and project due date reminders.

Budgeted Expenditures

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

Action 6

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

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

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

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

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action		
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2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action		
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2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 10

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

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

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

OR

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

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

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

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

Actions/Services

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

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

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

Unchanged Action		
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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



Budgeted Expenditures

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

Action 11

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

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

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

OR

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

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

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

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

Actions/Services

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

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

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

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

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action		
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2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

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Budgeted Expenditures

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

Action 13

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

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

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Unsafe facilities reports examined and addressed within 1 business day:	100%	100%	100%	100%
Basic: Complaints about facilities repairs:	NA	NA	NA	NA
School Climate: Pupil Suspension Rate:	All Students: 4% Hispanic Students: 6.6%	All Students: 3.5% Hispanic Students: 5%	All Students: 4.6% Hispanic Students: 8.7%	All Students: 4.3% Hispanic Students: 6.7%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	White Students: 4.8%	White Students: 5%	White Students: 3.5%	White Students: 3.6%
School Climate: Pupil Expulsion Rate:	NA	1%	0%	0%
School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey:	84%	85%	85%	85%
School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey:	84%	85%	79%	79%
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”:	3.99%	3.5%	NA	NA
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”:	4.2%	3.9%	NA	NA
School Climate: Faculty members responding positively to “I feel physically safe at	83.3%	85%	85%	85%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
school.” on faculty survey:				
School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey:	87.5%	88%	73%	82%
School Climate: Required drills completed:	100%	100%	100%	100%
School Climate: Information security breaches addressed with 24 hours:	100%	100%	100%	100%
Safety inspection completed?	Y	Y	Y	Y

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5493	\$10,214	\$21,527
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$2354	\$2,554	\$7,176
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be

2018-19 Actions/Services

Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs

2019-20 Actions/Services

Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs

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.

of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders receive training on implicit bias in the staff selection process.

of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders receive training on implicit bias in the staff selection process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1189	\$2,554	\$18,232
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$509	\$638	\$6,077
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$10,150
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2695	\$6,038	\$5,241
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$1155	\$1,510	\$1,747
Source	Base	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$1,148
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112	\$47,466	\$28,694
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$48		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	\$2894		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

New Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6458	\$20,000	\$25,000
Source	Base	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$2768		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 6

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

Budgeted Expenditures

Amount		\$79,000	\$75,677
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$19,750	\$25,226
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

		New Action
		Multi-tiered System of Supports: We are expanding and improving our Multi-tiered System of Supports, with an emphasis on Tier 2 and 3 supports for students who are struggling academically and emotionally. This will be a school-wide effort led by the Dean and Executive Director.

Budgeted Expenditures

Amount			\$44,308
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$14,769
Source			LCFF
Budget Reference			3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$283499

Percentage to Increase or Improve Services

5.04%

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

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

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

1. We will continue to improve the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. A greater share of faculty time will go to this than in prior years.
2. We will greatly improve our program for teacher support and professional development. The Learning Experience team will deliver significantly updated professional development to all teachers throughout the school year, including training on teaching Common Core skills and appropriate academic interventions with a specific focus on serving students in the bottom quintile. Teachers also receive regular coaching from school administrators. All Directors and Deans will receive coaching as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners. In addition, Summit has in-house mentors for all new teachers as part of their induction.
3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.
4. In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor. Because each mentor is the primary advocate for only about twenty students, we believe that

they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

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

6. The Dean of Operations will oversee all family engagement activities, with the support of a Community Engagement Manager. Having site-based employee with an elevated responsibility for school operations will ensure these activities are high-quality and tailored to the needs of the community, especially higher-needs families.

7. The Dean of Instruction and culture will coach teachers on positive classroom environment, and work directly with students and families to respond to unproductive behaviors. The Dean increases capacity for case-management and mentoring of unduplicated students needing extra support.

8. We are investing significantly in our Multi-Tiered System of Supports, with a specific focus on providing high-quality Tier 2 and Tier 3 interventions. Grade Level Teams will meet regularly to plan interventions and improve them over time.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$292824

Percentage to Increase or Improve Services

5.84%

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

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

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

1. We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support.
2. We will continue to improve our program for teacher support and professional development. Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.
3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.
4. As Denali grows to serve serve students in upper high school grades, and in an effort to improve college readiness supports for all of our students, we will increase the supports available to students and families for the college search, application and selection processes. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.
5. Social-emotional learning is inextricably linked to academic learning. Students need Habits of Success — a set of skills, mindsets, dispositions and behaviors grounded in the social nature of learning. To prepare our students for college and career success, we adopted prominent educational psychologist K. Brooke Stafford-Brizard's (2016) "Building Blocks for Learning" as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.
6. The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.
7. A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive

behaviors. The addition of the Dean to the school leadership team will increase capacity for case-management and mentoring of unduplicated students needing extra support.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$187,625

Percentage to Increase or Improve Services

5.20%

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

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

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

1. Improved literacy and math intervention courses to include updated and expanded curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Offering a more diverse range of texts and richer research-based curriculum will help students achieve proficiency. Literacy research from Fisher and Frey contributed to the improved curriculum as did developmental math research from the Math Project.
2. Additionally, the core content curriculum will also be improved. There will be expert teachers on special assignment enhancing the current research-proven curriculum for Math, English, History, Spanish, Special Education, and Science as well as providing professional development to staff. They will focus on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. Also, the TOSAs will fully integrate the Habits of Success program into all of

our courses so that our students continue to deeply develop cognitive skills. We work with the Stanford Center for Assessment, Learning, and Equity and we have developed a more robust Cognitive Skills Rubric this past year that will be integrated into all of our courses. We believe this will more fully serve our diverse student population.

3. In order to increase services for our English Language Learners, professional development and teacher coaching will be provided by our Director of Continuous Improvement. Examples of resources and professional development topics are direct vocabulary and writing instruction, leveling/chunking text, and the use of sentence frames amongst many others.

4. In an effort to improve college readiness supports for all of our students, we will add a College-Readiness Manager to our college readiness team. This person is charged to primarily support the college-going process with students who will be the first to attend in their family. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	867,970.00	837,100.00	883,159.00	867,970.00	1,709,368.00	3,460,497.00
Base	0.00	0.00	293,637.00	0.00	0.00	293,637.00
LCFF	704,202.00	758,391.00	0.00	704,202.00	1,388,172.00	2,092,374.00
LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	589,222.00	0.00	0.00	589,222.00
LCFF, Title I	19,712.00	18,368.00	0.00	19,712.00	250,290.00	270,002.00
LCFF, Title II	57,872.00	60,341.00	0.00	57,872.00	70,906.00	128,778.00
Supplemental and Concentration	0.00	0.00	300.00	0.00	0.00	300.00
Title I	86,184.00	0.00	0.00	86,184.00	0.00	86,184.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	867,970.00	837,100.00	883,159.00	867,970.00	1,709,368.00	3,460,497.00
1000-1999, 3000-3999, 5000-5999	0.00	0.00	508.00	0.00	0.00	508.00
1000-1999: Certificated Personnel Salaries	315,128.00	334,925.00	243,345.00	315,128.00	696,323.00	1,254,796.00
2000-2999: Classified Personnel Salaries	11,520.00	10,233.00	22,724.00	11,520.00	93,560.00	127,804.00
3000-3999: Employee Benefits	81,644.00	84,839.00	104,568.00	81,644.00	263,296.00	449,508.00
4000-4999: Books And Supplies	0.00	1,452.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	459,678.00	405,651.00	512,014.00	459,678.00	656,189.00	1,627,881.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	867,970.00	837,100.00	883,159.00	867,970.00	1,709,368.00	3,460,497.00
1000-1999, 3000-3999, 5000-5999	Base	0.00	0.00	508.00	0.00	0.00	508.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	95,634.00	0.00	0.00	95,634.00
1000-1999: Certificated Personnel Salaries	LCFF	230,411.00	320,231.00	0.00	230,411.00	618,873.00	849,284.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	147,711.00	0.00	0.00	147,711.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	15,770.00	14,694.00	0.00	15,770.00	77,450.00	93,220.00
1000-1999: Certificated Personnel Salaries	Title I	68,947.00	0.00	0.00	68,947.00	0.00	68,947.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	22,724.00	0.00	0.00	22,724.00
2000-2999: Classified Personnel Salaries	LCFF	11,520.00	10,233.00	0.00	11,520.00	16,110.00	27,630.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF, Title I	0.00	0.00	0.00	0.00	77,450.00	77,450.00
3000-3999: Employee Benefits	Base	0.00	0.00	41,264.00	0.00	0.00	41,264.00
3000-3999: Employee Benefits	LCFF	60,465.00	81,165.00	0.00	60,465.00	211,662.00	272,127.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	63,304.00	0.00	0.00	63,304.00
3000-3999: Employee Benefits	LCFF, Title I	3,942.00	3,674.00	0.00	3,942.00	51,634.00	55,576.00
3000-3999: Employee Benefits	Title I	17,237.00	0.00	0.00	17,237.00	0.00	17,237.00
4000-4999: Books And Supplies	LCFF	0.00	1,452.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	133,507.00	0.00	0.00	133,507.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF	401,806.00	345,310.00	0.00	401,806.00	541,527.00	943,333.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration, LCFF Base	0.00	0.00	378,207.00	0.00	0.00	378,207.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title I	0.00	0.00	0.00	0.00	43,756.00	43,756.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	57,872.00	60,341.00	0.00	57,872.00	70,906.00	128,778.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	300.00	0.00	0.00	300.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	532,485.00	564,438.00	696,014.00	532,485.00	1,283,914.00	2,512,413.00
Goal 2	145,761.00	114,250.00	161,470.00	145,761.00	140,482.00	447,713.00
Goal 3	189,724.00	158,412.00	25,675.00	189,724.00	284,972.00	500,371.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

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

LEA Name

Summit Public School: Denali

CDS Code:

43104390128090

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

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

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

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

Alignment

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

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

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

Parent and Family Engagement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

Coordination: The Summit Public Schools Communications and Operations teams work closely with School Leaders and site based Community Engagement Managers to support a comprehensive parent involvement strategy that involves communication, government policy, academic programs, and others. This is achieved through an annual coordinated effort and subsequent regular communications and meetings among teams.

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

Support with planning and implementing parent and family engagement activities: Each year, the School will create and Annual Family Engagement Plan to meet the needs and desires of the school's parent/family community. This plan will reflect/incorporate feedback provided by parents through surveys and/or through regular in-person meetings. If the School seeks assistance or support to implement its Annual Family Engagement Plan, such assistance and/or support will be provided by the Summit Public Schools Home Office teams in a timely and effective manner.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

1. All students in grades 6-10 take the NWEA Map Assessment three times per year;
2. 6th, 7th, 8th and 11th graders take the SBAC assessment in ELA and Math;
3. And teachers closely monitor student progress on cognitive skills growth and content mastery through the Summit Learning Platform.

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

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

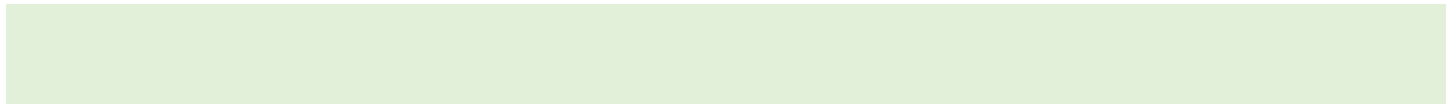


Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

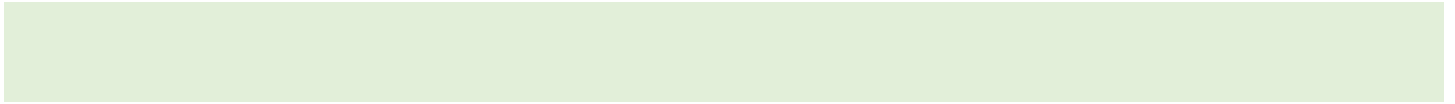


Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

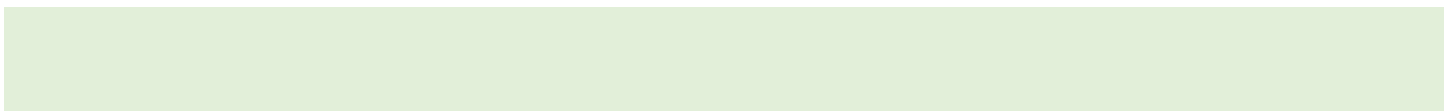


Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

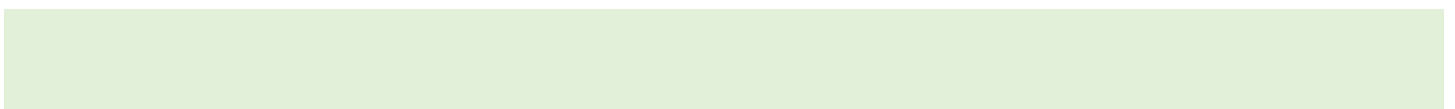


Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

