

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public School:K2

CDS Code: 7100740129684

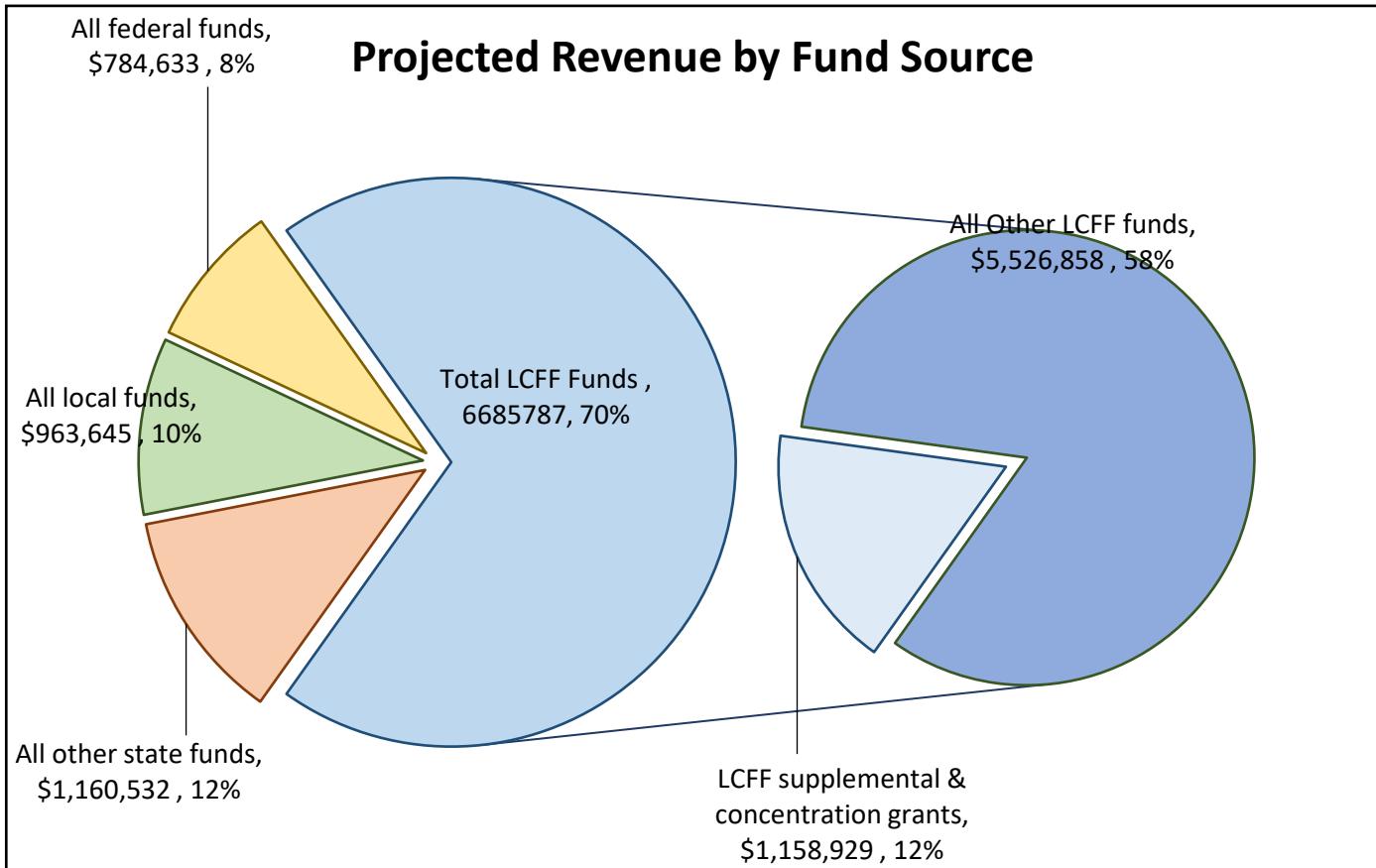
School Year: 2021 – 22

LEA contact information: Kacy Robinson

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 2021 – 22 School Year

### Projected Revenue by Fund Source

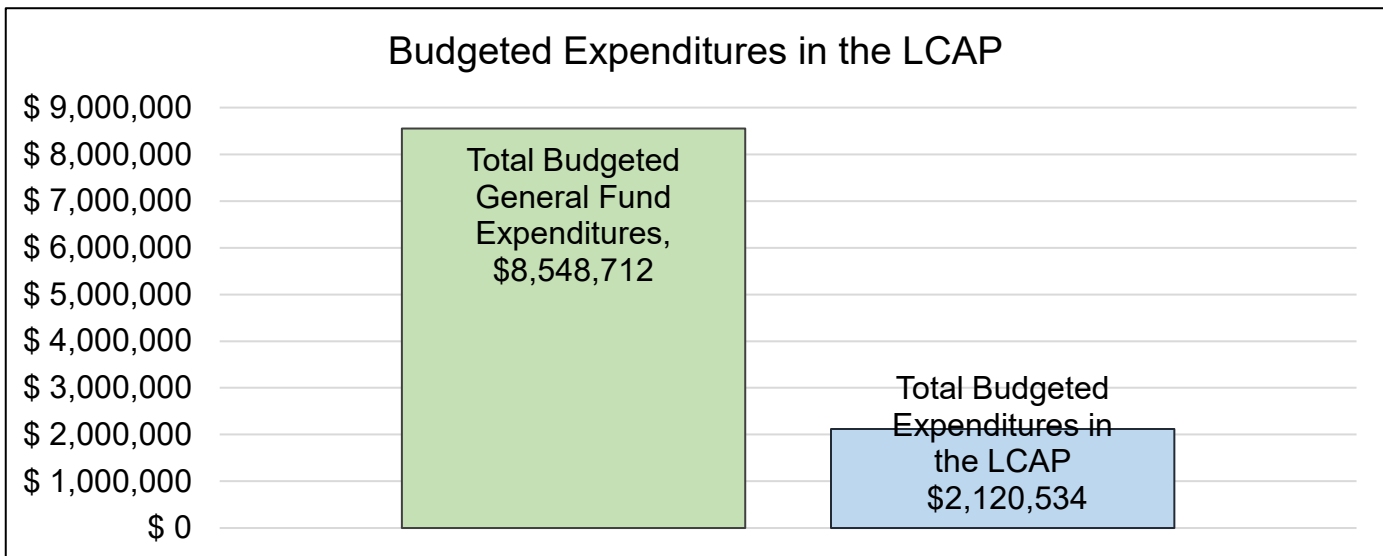


This chart shows the total general purpose revenue Summit Public School:K2 expects to receive in the coming year from all sources.

The total revenue projected for Summit Public School:K2 is \$9,594,597.00, of which \$6,685,787.00 is Local Control Funding Formula (LCFF), \$1,160,532.00 is other state funds, \$963,645.00 is local funds, and \$784,633.00 is federal funds. Of the \$6,685,787.00 in LCFF Funds, \$1,158,929.00 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:K2 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Summit Public School:K2 plans to spend \$8,548,712.00 for the 2021 – 22 school year. Of that amount, \$2,120,534.00 is tied to actions/services in the LCAP and \$6,428,178.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

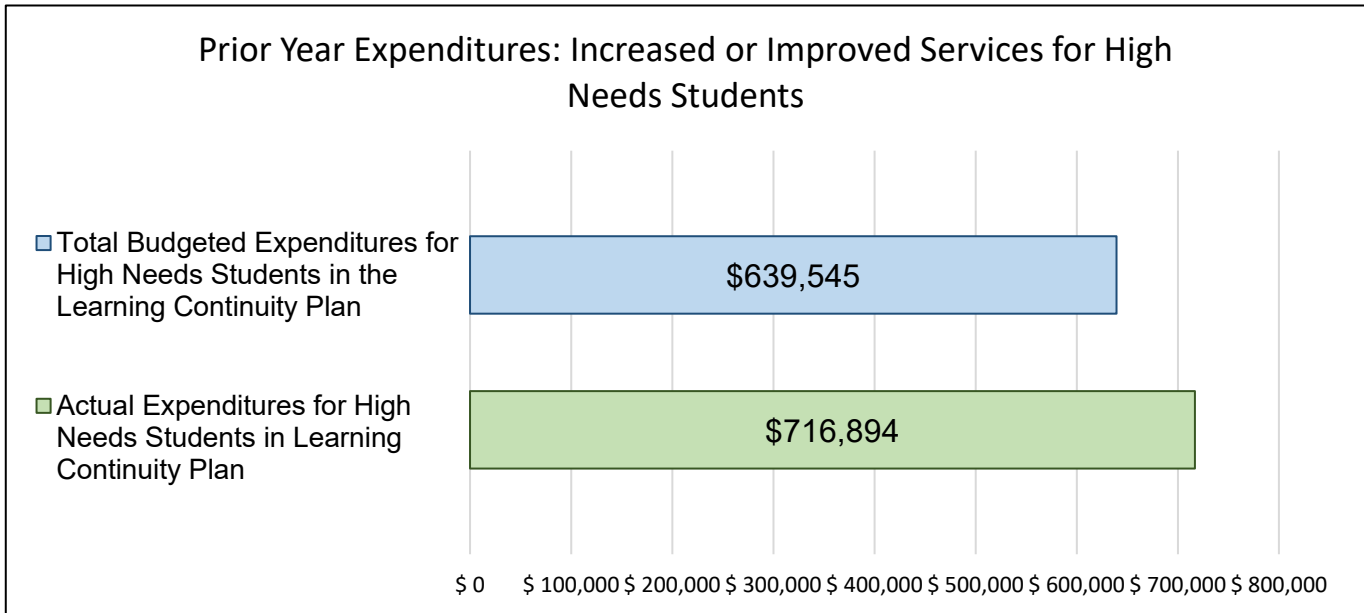
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Summit Public School:K2 is projecting it will receive \$1,158,929.00 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School:K2 must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public School:K2 plans to spend \$1,512,139.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Summit Public School:K2 budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Summit Public School:K2 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Summit Public School:K2's Learning Continuity Plan budgeted \$639,545.00 for planned actions to increase or improve services for high needs students. Summit Public School:K2 actually spent \$716,894.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Summit Public School: K2	Cynthia Jerez, Executive Director (HS) Kacy Robinson, Executive Director (MS)	cjerez@summitps.org / (510) 374-4408 krobinson@summitps.org / (510) 374-4093

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# 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
<p><b>Metric/Indicator</b>            Basic: Teachers appropriately credentialed:</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            82%</p>	<p>76%</p>
<p><b>Metric/Indicator</b>            Basic: Pupils with access to standards-aligned instructional materials:</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            Implementation of State Standards &amp; Other Pupil Outcomes:            Students on-track for Common Core cognitive skills:</p>	<p>62%</p>

Expected	Actual
<p><b>19-20</b> 75%</p> <p><b>Baseline</b> 77%</p>	
<p><b>Metric/Indicator</b> Implementation of State Standards &amp; Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills:</p> <p><b>19-20</b> 70%</p> <p><b>Baseline</b> 72%</p>	<p>56%</p>
<p><b>Metric/Indicator</b> Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA:</p> <p><b>19-20</b> All Students: 55% EL Students: 32% SED Students: 55% Hispanic Students: 55% African American Students: 45% Asian Students: 55% White Students: 55% Two or more races Students: 55%</p> <p><b>Baseline</b> All Students: 66% EL Students: 31% SED Students: 55% Hispanic Students: 58% African American Students: 44% Asian Students: 80% White Students: 97% Two or more races Students: 93%</p>	<p>The Smarter Balanced ELA exam was suspended in 2019-20 due to the pandemic.</p> <p>Alternative Data from the end of SY 2019-20: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments</p> <ul style="list-style-type: none"> <li>• All students: 47% Fully Prepared, 45% Prepared With Extra Effort &amp; Support</li> <li>• Asian students: 76% Fully Prepared, 24% Prepared With Extra Effort &amp; Support</li> <li>• Black or African American students: 33% Fully Prepared, 61% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 43% Fully Prepared, 47% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 54% Fully Prepared, 40% Prepared With Extra Effort &amp; Support</li> <li>• White students: 64% Fully Prepared, 36% Prepared With Extra Effort &amp; Support</li> <li>• English Learners: 26% Fully Prepared, 52% Prepared With Extra Effort &amp; Support</li> </ul>

Expected	Actual
<p><b>Metric/Indicator</b> Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:</p> <p><b>19-20</b> All Students: 35% EL Students: 20% SED Students: 20% Hispanic Students: 20% African American Students: 20% Asian Students: 35% White Students: 50% Two or more races Students: 50%</p> <p><b>Baseline</b> All Students: 44% EL Students: 19% SED Students: 33% Hispanic Students: 36% African American Students: 17% Asian Students: 60% White Students: 78% Two or more races Students: 73%</p>	<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged students: 41% Fully Prepared, 49% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 30% Fully Prepared, 57% Prepared With Extra Effort &amp; Support</li> </ul> <p>The Smarter Balanced math exam was suspended in 2019-20 due to the pandemic.</p> <p>Alternative Data from the end of SY 2019-20: Students on-track for college and career readiness in math, as demonstrated by Common Core-aligned math concept performance evaluated using rubric-based assessments</p> <ul style="list-style-type: none"> <li>• All students: 36% Fully Prepared, 62% Prepared With Extra Effort &amp; Support</li> <li>• Asian students: 56% Fully Prepared, 44% Prepared With Extra Effort &amp; Support</li> <li>• Black or African American students: 27% Fully Prepared, 72% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 30% Fully Prepared, 67% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 49% Fully Prepared, 51% Prepared With Extra Effort &amp; Support</li> <li>• White students: 52% Fully Prepared, 48% Prepared With Extra Effort &amp; Support</li> <li>• English Learners: 18% Fully Prepared, 73% Prepared With Extra Effort &amp; Support</li> <li>• Socioeconomically Disadvantaged students: 27% Fully Prepared, 71% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 21% Fully Prepared, 75% Prepared With Extra Effort &amp; Support</li> </ul>
<p><b>Metric/Indicator</b> Pupil Achievement: Students admitted to a 4 year college:</p> <p><b>19-20</b></p>	<p>99%</p>

Expected	Actual
NA <b>Baseline</b> NA	
<b>Metric/Indicator</b> Pupil Achievement: EL Students reclassified to English Proficient: <b>19-20</b> 6% <b>Baseline</b> 6%	7.1%
<b>Metric/Indicator</b> Pupil Achievement: Average number of years before EL students are reclassified: <b>19-20</b> 1.5 YRS <b>Baseline</b> 1.5 YRS	2.6 years
<b>Metric/Indicator</b> Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: <b>19-20</b> NA <b>Baseline</b> NA	44%
<b>Metric/Indicator</b> Pupil Achievement: Students not requiring remediation based on Early Assessment Program: <b>19-20</b> NA <b>Baseline</b> NA	35%



Expected	Actual
<p><b>Metric/Indicator</b> Pupil Engagement: School absenteeism rate:</p> <p><b>19-20</b> 5.8%</p> <p><b>Baseline</b> 4.51%</p>	<p>5.1%</p>
<p><b>Metric/Indicator</b> Pupil Engagement: Chronic absenteeism rate:</p> <p><b>19-20</b> All Students: 12% African American Students: 9% Asian Students: 5% Hispanic Students: 14% White Students: 10% Two or more races Students: 16% EL Students: 18% SED Students: 13% SPED Students: 19%</p> <p><b>Baseline</b> All Students: 5.38% African American Students: 3.28% Asian Students: 0% Hispanic Students: 6.67% White Students: 0% Two or more races Students: 0% EL Students: 0% SED Students: 5.65% SPED Students: 11.11%</p>	<p>Note: This calculation only includes data through 3/13/20, due to the pandemic-related school closure.</p> <p>All Students: 17.2% African American Students: 16.3% Asian Students: 6.5% Hispanic Students: 18.2% White Students: 15.9% Two or more races Students: 24.2% EL Students: 22.6% SED Students: 18.0% Students with Disabilities: 32.8%</p>
<p><b>Metric/Indicator</b> Pupil Engagement: Middle school dropout rate:</p> <p><b>19-20</b></p>	<p>0%</p>

Expected	Actual
0% <b>Baseline</b> 0%	
<b>Metric/Indicator</b> Pupil Engagement: High school dropout rate: <b>19-20</b> NA <b>Baseline</b> NA	6.9%
<b>Metric/Indicator</b> Pupil Engagement: High school graduation rate: <b>19-20</b> NA <b>Baseline</b> NA	92.0%
<b>Metric/Indicator</b> Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED) <b>19-20</b> 100% <b>Baseline</b> 100%	100%

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and	5000-5999: Services And Other Operating Expenditures LCFF, Title II \$70,906	5000-5999: Services And Other Operating Expenditures LCFF, Title II \$59,594

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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>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,</p> <p>Assessments planned include the following (this list is not exhaustive):</p> <p>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.</p> <p>PSAT</p> <p>SBAC ICA and IABs</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$18,335</p> <p>3000-3999: Employee Benefits LCFF \$6,112</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$9,977</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$21,162</p> <p>3000-3999: Employee Benefits LCFF \$7,054</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$11,166</p>
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$63,646</p> <p>3000-3999: Employee Benefits LCFF, Title I \$21,215</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$73,368</p> <p>3000-3999: Employee Benefits LCFF, Title I \$24,456</p>
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$63,646</p> <p>3000-3999: Employee Benefits LCFF, Title I \$21,215</p>	<p>1000-1999: Certificated Personnel Salaries LCFF, Title I \$73,368</p> <p>3000-3999: Employee Benefits LCFF, Title I \$24,456</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.</p>		
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$67,299 3000-3999: Employee Benefits LCFF \$22,433</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$77,157 3000-3999: Employee Benefits LCFF \$25,719</p>
<p>High School 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:</p> <ol style="list-style-type: none"> <li>1) Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.</li> <li>2) Students have a chance to explore non-academic passions.</li> <li>3) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs</li> <li>4) Students explore careers via annual Career Days and through Internships.</li> <li>5) Students have an opportunity to explore college options and learn more about the college experience in their junior year.</li> <li>6) Students have an opportunity to obtain support on core academic course work and enhance their learning.</li> </ol>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$400,346</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$400,488</p>
<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</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$25,727 3000-3999: Employee Benefits LCFF \$8,576 5000-5999: Services And Other Operating Expenditures LCFF \$41,605</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$26,671 3000-3999: Employee Benefits LCFF \$8,890 5000-5999: Services And Other Operating Expenditures LCFF \$53,189</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
are provided to teachers focused on targeted supports for English Language Learners.		
<p>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</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$29,182</p> <p>3000-3999: Employee Benefits LCFF \$9,727</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$6,528</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$32,715</p> <p>3000-3999: Employee Benefits LCFF \$10,905</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$7,666</p>
<p>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:</p> <p>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.</p> <p>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-</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$26,623</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$18,137</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>English speaking families, and providing extensive financial aid information and assistance for families.</p> <p>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.</p> <p>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.</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>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$170,004</p> <p>3000-3999: Employee Benefits LCFF \$56,668</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$8,153</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$196,554</p> <p>3000-3999: Employee Benefits LCFF \$65,518</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$9,533</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,826</p> <p>2000-2999: Classified Personnel Salaries LCFF \$11,696</p> <p>3000-3999: Employee Benefits LCFF \$4,508</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$8,269</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,894</p> <p>2000-2999: Classified Personnel Salaries LCFF \$11,215</p> <p>3000-3999: Employee Benefits LCFF \$4,370</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$7,099</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All planned Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to implement our planned actions/services with a high degree of success, even through the onset of the COVID-19 pandemic in March, 2020. The vast majority of our class of 2020 graduates have gone on to enroll in 4-year college, and students in all grade levels made significant academic and personal growth.

We attracted and maintained a high quality teaching faculty throughout the year; assessed students regularly on Common Core-aligned Cognitive Skills, Math Concepts, and Content Knowledge even after the transition to Virtual School; delivered literacy and numeracy interventions for students who needed them; provided regular coaching and deep PD to all teachers, including specific PD on how to support students after we transitioned to Virtual School and promote continued development of Habits of Success; and executed robust and consistent procedures to monitor and support student attendance. On top of this, our students had the opportunity to take a variety of electives classes and experience internships through our Expeditions program.

However, the year was not without challenges. The COVID-19 pandemic forced us to shuffle our priorities and focus on health, safety, and our students' and teachers' ability to do school virtually. On top of this, we also experienced some unplanned personnel transitions on our College Readiness support team, which meant school leaders and mentor teachers had to step in to provide extra support.

In spite of these challenges, we were largely able to implement our actions and services as planned through significant effort on the part of every member of our school community and our Home Office support teams.



## Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            School Climate: Parents/Families having a family meeting with student’s mentor:</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            School Climate: Parents responding positively to “I feel connected to my student’s school” on parent survey:</p> <p><b>19-20</b>            All Students: 70%            African American Students: 70%            Asian Students: 70%            Hispanic Students: 70%            White Students: 70%            Two or more races Students: 70%            EL Students: 70%            SED Students: 70%</p> <p><b>Baseline</b></p>	<p>n/a - This question was not asked on the 2019-20 family survey.</p>

Expected	Actual
All Students: 69% African American Students: 68% Asian Students: 82% Hispanic Students: 75% White Students: 65% Two or more races Students: 63% EL Students: 72% SED Students: 66%	
<b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:  <b>19-20</b> 50%  <b>Baseline</b> 42%	58%
<b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”:  <b>19-20</b> 75%  <b>Baseline</b> 81%	81%
<b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.”  <b>19-20</b> 75%  <b>Baseline</b> 76%	84%

Expected	Actual
<p><b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”:</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 84%</p>	<p>88%</p>
<p><b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”:</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 79%</p>	<p>91%</p> <p>Note: Survey wording changed to "I am comfortable supporting my student academically"</p>
<p><b>Metric/Indicator</b> Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:</p> <p><b>19-20</b> 85%</p> <p><b>Baseline</b> 80%</p>	<p>78%</p> <p>Note: Survey wording changed to "I understand how to interact with my student's Learning Platform"</p>
<p><b>Metric/Indicator</b> Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:</p> <p><b>19-20</b> Y</p> <p><b>Baseline</b> Y</p>	<p>Yes</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$30,394</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$45,109</p> <p>3000-3999: Employee Benefits LCFF \$15,036</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$23,378</p>
<p>Parent Organization &amp; 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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$14,869</p> <p>2000-2999: Classified Personnel Salaries LCFF \$2,153</p> <p>3000-3999: Employee Benefits LCFF \$5,674</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$16,648</p> <p>2000-2999: Classified Personnel Salaries LCFF \$1,558</p> <p>3000-3999: Employee Benefits LCFF \$6,069</p>
<p>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.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$30,910</p> <p>3000-3999: Employee Benefits LCFF \$10,303</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$35,737</p> <p>3000-3999: Employee Benefits LCFF \$11,912</p>
<p>Mentor Meetings: At the beginning of the year, mentors meet with every student &amp; 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>1000-1999: Certificated Personnel Salaries LCFF \$20,606</p> <p>3000-3999: Employee Benefits LCFF \$6,869</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$23,825</p> <p>3000-3999: Employee Benefits LCFF \$7,942</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All planned Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to implement our actions and services related to parent partnership with a high degree of success, although the COVID-19 pandemic created unexpected challenges. On the whole, we saw a high degree of community engagement in our school both prior to and during the pandemic.

The Summit Learning Platform allowed for a seamless academic transition to virtual school for students and families alike: since all student work and grades were already captured on the platform, families were constantly up-to-date on their students' progress and had the tools they needed to support them once we transitioned to virtual school. Every family also met at least twice during the year with their student's mentor, once in the Fall, and once in the Spring. Spring meetings this year focused on identifying and addressing the specific needs of each student following the transition to virtual school.

At the community level, our community engagement manager led the charge on creating opportunities for families to connect with our school and stay abreast of happenings within the community, with support from the network-wide communications team. Because of the forced transition out of our buildings, we also found opportunity to partner with our sister schools in our network to engage in meaningful joint virtual community events. These events, such as college info sessions and community forums, brought families together around shared experience and helped build relationships even as we were physically distant. Our school put on a number of events for families throughout the school year, including regular parent education nights and our annual Celebration of Learning. Our plans for many of our spring events had to change due to the pandemic, but we were still able to create positive experiences with high engagement from our families.

Beyond the logistical challenges of switching to virtual school, the pandemic made it more challenging to keep in close contact with some families, especially those for whom English is not a primary language. Our community engagement manager, school leadership team, and mentors put in significant effort to connect with these families.

Ultimately, our families played a pivotal role as partners in their student's learning and as members of the school community, especially through the challenging weeks of transition following the outbreak of COVID-19. Their thoughtful engagement and responsiveness was critical to our ability to continue providing a high quality education to all students.

## 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
<b>Metric/Indicator</b> Basic: Unsafe facilities reports examined and addressed within 1 business day:  <b>19-20</b> 100%  <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b> Basic: Complaints about facilities repairs:  <b>19-20</b> NA  <b>Baseline</b> NA	NA
<b>Metric/Indicator</b> School Climate: Pupil Suspension Rate:  <b>19-20</b> 9%  <b>Baseline</b> NA	1.3%
<b>Metric/Indicator</b>	0%

Expected	Actual
<p>School Climate: Pupil Expulsion Rate:</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> NA</p>	
<p><b>Metric/Indicator</b> School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey:</p> <p><b>19-20</b> 75%</p> <p><b>Baseline</b> 87%</p>	78%
<p><b>Metric/Indicator</b> School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey:</p> <p><b>19-20</b> 70%</p> <p><b>Baseline</b> 85%</p>	78%
<p><b>Metric/Indicator</b> School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”:</p> <p><b>19-20</b> NA</p> <p><b>Baseline</b> 3.82%</p>	School Climate: Students responding positively to “Discipline in this school is fair” on student survey: 65%
<p><b>Metric/Indicator</b> School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”:</p>	School Climate: Students responding positively to "I believe that the adults at my school care about me as a person" on student survey: 87%

Expected	Actual
<p><b>19-20</b> NA</p> <p><b>Baseline</b> 4.09%</p>	
<p><b>Metric/Indicator</b> School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey:</p> <p><b>19-20</b> 80%</p> <p><b>Baseline</b> 73.3%</p>	<p>n/a - We did not conduct a faculty survey at the end of 2019-20 due to the pandemic.</p>
<p><b>Metric/Indicator</b> School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey:</p> <p><b>19-20</b> 65%</p> <p><b>Baseline</b> 86.7%</p>	<p>n/a - We did not conduct a faculty survey at the end of 2019-20 due to the pandemic.</p>
<p><b>Metric/Indicator</b> School Climate: Required drills completed:</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b> School Climate: Information security breaches addressed with 24 hours:</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b></p>	<p>100%</p>



Expected	Actual
100%	
<b>Metric/Indicator</b> Safety inspection completed?  <b>19-20</b> Y  <b>Baseline</b> Y	Yes

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	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 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.	1000-1999: Certificated Personnel Salaries LCFF \$19,732  3000-3999: Employee Benefits LCFF \$6,577	1000-1999: Certificated Personnel Salaries LCFF \$21,277  3000-3999: Employee Benefits LCFF \$7,092
Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. In addition, School Leaders receive training on implicit bias in the staff selection process.	1000-1999: Certificated Personnel Salaries LCFF \$15,167  3000-3999: Employee Benefits LCFF \$5,056  5000-5999: Services And Other Operating Expenditures LCFF \$10,150	1000-1999: Certificated Personnel Salaries LCFF \$17,365  3000-3999: Employee Benefits LCFF \$5,788
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.	1000-1999: Certificated Personnel Salaries LCFF \$4,293  3000-3999: Employee Benefits LCFF \$1,431  5000-5999: Services And Other Operating Expenditures LCFF \$1,148	1000-1999: Certificated Personnel Salaries LCFF \$4,963  3000-3999: Employee Benefits LCFF \$1,654  5000-5999: Services And Other Operating Expenditures LCFF \$986

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms.	5000-5999: Services And Other Operating Expenditures LCFF \$28,694	5000-5999: Services And Other Operating Expenditures LCFF \$30,954
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.	5000-5999: Services And Other Operating Expenditures LCFF \$25,000	5000-5999: Services And Other Operating Expenditures LCFF \$38,000
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.	1000-1999: Certificated Personnel Salaries LCFF \$80,278 3000-3999: Employee Benefits LCFF \$26,759	1000-1999: Certificated Personnel Salaries LCFF \$83,182 3000-3999: Employee Benefits LCFF \$27,727
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.	1000-1999: Certificated Personnel Salaries LCFF \$37,341 3000-3999: Employee Benefits LCFF \$12,447	1000-1999: Certificated Personnel Salaries LCFF \$42,405 3000-3999: Employee Benefits LCFF \$14,135

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All planned Actions/Services were implemented.

For Diversity, Equity, and Inclusion (DEI) Professional Development, we did not spend as much as planned on external providers. Instead, we allocated time from our school leadership team to plan and facilitate DEI Professional Development and supplemented this work with contracted providers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to successfully implement our planned actions and services to make sure all community members feel safe at school. The vast majority of our students reported feeling safe, and although we were unable to collect fully representative data from faculty due to the pandemic, anecdotal evidence suggests that all members of our community shared that feeling.

We provided professional development and coaching for our teachers on restorative justice, anti-biased/anti-racist practices, and providing appropriate mental & behavioral health supports; our Dean of Culture & Instruction provided direct support to help students, families, and teachers overcome obstacles; our teachers met regularly in grade-level teams to look at data and plan interventions for students; and our Home Office teams supported our site in creating robust emergency and safety plans. While we of course could not plan for the COVID-19 pandemic, the tools and supports we had in place allowed us to respond nimbly.

Our school is on a continuing journey to grow our restorative justice practices and create an inclusive, anti-racist community. This is hard work, and there are constant challenges, but we have continued to push forward and make progress. Although the pandemic has changed much, we are continuing to dedicate resources to making sure every member of our community feels safe.

# Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Support staff to monitor student health, compliance with school health regulations and identifying areas of attention, as well as support for in person meal service. This is a service increase to ensure community health and safety.	\$69,600	\$3,000	Yes
Sanitation Supplies. This is an increase in services to protect the health and safety of the community and continue learning for students.	\$7,855	\$2,094	Yes
Technology for Students/faculty-This is not an increase or improvement of services	\$165,727	\$140,164	No
Personal protective equipment-This is an increase in services to protect the health and safety of the community and continue learning for students	\$7,363		Yes
Supplies for Meal service in classrooms. This is an increase in services to protect the health and safety of the school community and provide food stability for students.	\$1,247		Yes
Safety Materials and signage. This is an increase in services to protect the health and safety of the community	\$1,470	\$573	Yes
Additional Janitorial services to maintain sanitary standards for in person education.This is a service increase to ensure the safety and health of the school community.	\$11,000	\$7,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Based on input from our community, we offered only virtual instruction for most of the school year. As a result, we did not end up spending as much as expected on some actions related to in-person instruction (e.g., staff to monitor compliance with school health regulations; sanitation supplies). When we transitioned to in-person instruction in April, we used what we needed from these funds to provide support and insure health and safety for all, but what was needed was ultimately less than we budgeted.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Starting in April 2021, we began offering in-person instruction on an optional basis to students for whom virtual learning was less than ideal. This had significant benefits for many of our students -- we saw greatly increased motivation and connectedness from some of our students who had struggled to engage virtually. Many of our teachers benefitted as well: returning to school allowed them to connect with students and colleagues (even if from behind a mask), and it offered them reprieve from the distractions of working from home.

We took great care to thoughtfully plan and put in place the precautions necessary to safely implement in-person instruction, including personal protective equipment, extra sanitation, and health screening protocols. That said, offering in-person instruction this year was no easy feat. Safety was a major concern for all members of our community, especially teachers, in spite of the precautions. Additionally, many of our teachers have children and family members requiring their care who remained at home due to the COVID-19 pandemic, and returning to school in-person put a strain on them.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software support for student baseline assessments and engagement monitoring. This is an increase in services for students to partially strengthen distance learning for at risk students.	\$6,820	\$9,070	Yes
Internet access and virtual classroom supports (for faculty)-This is an increase in services as it provides teachers with additional teaching tools and high speed internet to support student learning.	\$28,050	\$20,606	Yes
Professional Development for virtual classroom (distant learning)-This is an increase in services to do additional training and support for teachers as they work within a longer term distance learning model and support students outside the classroom.	\$355,973	\$462,023	Yes
E-Books-This is an increase in services to continue active reading programs for students when distribution of paper texts and sharing of resources is not possible during distance learning	\$23,360	\$7,436	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

As we monitored student progress and wellbeing starting at the beginning of the year, we soon realized that we needed to devote more resources to teacher professional development (PD) and coaching in order to give teachers the tools to support students in a fully virtual context. We based our original estimates on our experience with Virtual School in Spring 2020, but we soon realized in the fall that extended virtual learning would require some different techniques. This PD and coaching was largely provided by our school leadership team and focused on both instructional strategies for virtual school and on promoting student wellness. The additional PD required more resources than we had originally planned.



## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We were able to successfully implement distance learning this year. The vast majority of our students had a high participation and engagement rate throughout the year, and remained on track to graduate high school prepared for college and career, in spite of the pandemic. We closed the school year by developing clear plans for how to ensure all students are able to accelerate their learning as they matriculate through high school and achieve subject, skill, and habit mastery needed for postsecondary success.

### Continuity of Instruction

We had no gaps in instruction whatsoever due to COVID-19. The Summit Learning Platform, which all teachers and students already used prior to the pandemic, made the transition to Virtual School relatively seamless instructionally. All curriculum and student projects were already housed there, and all members of our community were already used to working and communicating using the Platform.

Onboarding new students and teachers to the Platform required extra effort and was made more complex due to the pandemic. However, we ultimately succeeded in this by providing written guidance to all, and providing intensive one-on-one support until we knew that every student and teacher was able to access the Platform.

One additional hurdle concerned books: we had to set up a system for purchasing and distributing e-books so that students could access texts for their courses without needing to come to school in person. This system worked well once we got it off the ground.

### Access to Devices and Connectivity

All Summit students are issued a Chromebook upon enrollment in the school--this was true even before the pandemic. Each student uses the chromebook at school, and is able to take the Chromebook home. Annually, our school surveys each family to understand access to bandwidth in the home, and connects families to local resources to improve access. Prior to school building closures in March of 2020, and again in the summer of 2020, we surveyed all families to determine if a student did not have sufficient bandwidth to support participation in Virtual School. Any student without sufficient bandwidth received either a school funded hotspot or a subsidized internet subscription through a national program. We conducted a baseline assessment during the first two weeks of school to observe the internet and technology capabilities of each student over the course of several days. The assessment included capturing data on the following:

Ability to log in to a virtual classroom

Sufficient bandwidth to support being on camera

Sound quality

Camera quality

Engagement in the Summit Learning Platform

Data was monitored by our network's technology team, who immediately intervened with students who were not able to perform the basic functions. Additionally, there is an online help desk always available, and the technology team hosted virtual office hours for students and families leading up to and through the start of school. Our school achieved 100% connection with students during the first two weeks of school. The school uses multiple communication channels to connect with families including email, websites, phone calls, text messages, google surveys, gchat and social media.

The same process was used for all staff.

Through this significant effort on the part of our team, our school was able to provide a device and internet access to every student and teacher.

#### Pupil Participation and Progress

Our use of the Summit Learning Platform means that our teachers and school leadership team -- along with students and their families -- were able to monitor participation and progress in much the same way as we do when school is in person. We specifically monitored progress using the following measures:

##### Attendance

- Log into Platform Every Day
- Attend Mentor SDL Time Every Day
- Attend All Project Time Blocks

##### Engagement

- Set a Goal Every Day
- Complete a Goal Every Day
- Complete a 1:1 check-in with their mentor every 2 weeks of school

##### Learning

- Submit at least one checkpoint or request for feedback each week
- Complete each course with a cognitive skill score of 70+

##### Growing

- Pass all Power Focus Area

When these measures indicated that students were not participating or progressing, we intervened as quickly as possible through one-on-one conversations with the student and their family, additional scaffolds or supports, and resources such as noise-cancelling headphones. While the majority of our students participated daily and demonstrated similar progress to any other year, a significant minority of our students did struggle to fully engage for a variety of reasons. These reasons included extra obligations to support family members, distracting home environments, feelings of loneliness or isolation due to shelter-in-place orders, and simply the lack of physical proximity to caring teachers and peers. As these students have begun attending school in person again, they have shown rapid academic gains. In fact, many of them have shown that despite their lack of engagement in Virtual School, they were learning and growing nonetheless.

### Distance Learning Professional Development

At the start of the year, teachers participated in two weeks of professional development to prepare for the upcoming school year. During this time we focused on providing teachers with comprehensive training on all of the tools and instructions specific to virtual learning. Teachers received training on setting up their technology during this time as well and were trained on safety measures in the virtual space. During the school year, teachers at Summit received professional development weekly from 10:00am-3:00pm on Wednesdays. During this time teachers continued to receive targeted support in instruction including virtual instruction and tools. Teachers also received professional development for a two week period every six to eight weeks. This professional development was targeted to their personal growth and goals (as listed above) and for this school year also provided training and support for implementing virtual tools. Finally, our school also uses a coaching model where each teacher is assigned to a leader coach. In these weekly coaching meetings, teachers had an additional opportunity to work on personal goals or get support in implementing our virtual school model.

We ended up spending more resources than planned on professional development, as data and anecdotal evidence showed that our teachers needed additional support executing engaging virtual instruction. For example, we added PD covering the use of tools like Desmos and Pear Deck, as well as PD on using data to plan small group interventions.

### Staff Roles and Responsibilities

Summit Public Schools school design and model provide significant support for students' social and emotional needs. The bedrock of this support is that each student is assigned a mentor and mentor group they are assigned to throughout their Summit school experience. Included in this experience are frequent 1:1 check-ins between students and their mentors, goal setting to teach non-cognitive skills, and a circles curriculum and system to promote community. These structures support students' exemplified attachment and social and emotional needs which exist as a result of the COVID-19 pandemic. When students need additional support (as identified by mentors, teachers, or grade level teams through the MTSS process), including counseling or other mental health services, certified mental health professionals are providing services to students over zoom.

We were able to implement these roles and responsibilities successfully as planned during the pandemic.

### Support for Pupils with Unique Needs

English learners received regular Designated ELD instruction using PowerUp Literacy from Lexia Learning to develop language fluency across the reading and writing domains targeted at their proficiency level. They also received daily Integrated ELD instruction through embedded accessibility resources at the emerging, expanding, and bridging levels in the Summit Learning Platform. These resources support content learning through core academic courses in the domains of Reading, Writing, Speaking, and Listening. Listening and Speaking strategies were also integrated into 1:1 check-ins between student and mentor teacher weekly. We were able to maintain these supports through Virtual School.

Students with exceptional needs were served through the range of special education services provided according to the student's IEP. Learning Center instruction in the areas of English, Math, Executive Functioning/Social Emotional Learning were provided throughout

the school day to focus on IEP goal development and progress monitoring, in addition to services, accommodations and modifications in the general education setting.

To mitigate learning loss and prevent additional learning loss for pupils with unique needs, we utilized benchmark assessments and ongoing formative assessments to monitor student progress. Our universal screeners include our standards-aligned cognitive skills assessments and content assessments embedded in the Summit Learning Platform.

Foster and homeless youth received support in four foundational areas of school readiness: food, technology, supplies, and family supports. Students could access up to two meals daily through a pick-up process at the school site, “school-in-a-box” materials including a laptop computer, headphones, and basic school supplies. In addition, for students with internet connectivity challenges, hot spots were provided to students. To support families, Community Engagement Managers maintained connections with a host of community resources, and used a consistent process of family surveys, individual family meetings in the first month of school, and family needs assessment to identify barriers to education and provide individual resources.

While we provided these supports consistently and to the best of our ability, the pandemic was certainly challenging for our students with unique needs. Maintaining close connections with families, providing targeted instruction and academic support, and even simply providing meals were all more challenging for both our faculty and our families than they were prior to the pandemic. In spite of this, we were largely able to provide adequate support to our pupils with unique needs. As we continue to review our data from this school year, we recognize that additional support and strategies will be needed in the coming year as students with diverse learning needs and all students return to in-person learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Supports, including equipment, teaching tools, internet connections. This is an increase in services as the needs of families for internet connections, and additional technology based teaching tools (apps etc), are needed to bridge the classroom versus distance learning program.	\$15,107	\$27,637	Yes
Family Communication and Outreach-This is an increase in services as the volume of communications, feedback and surveys as well as written and other communications are necessary for families, students and faculty to all be aware of constantly changing public health circumstances	\$64,377	\$73,152	Yes
Supplies and items for virtual school (production, collation and distribution)-This is an increase in services, as students need certain items in hand to successfully learn even through distance, including rulers, pens, paper, headphones, mini-whiteboards etc), collected, assembled and distributed prior to the start of school	\$8,000	\$5,664	Yes
Learning Support for students (assessments, interventions)-This is an increase in service to support an expected increase in the volume of support for students during distance learning	\$9,323	\$11,460	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between our plan and what was implemented.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Since the beginning of the pandemic, we have closely monitored student engagement and progress, and have provided support to all students as needed. Specifically we implemented the following strategies and actions to address learning and accelerate learning progress:

Formative assessment to identify specific learning needs

Frequent and targeted feedback to accelerate learning progress

Opportunities for students to revise work with scaffolding and support appropriate to learning needs

Additionally, we used differentiated strategies to support the diverse academic needs of our students.

English Learners:

Integrated ELD supports during Project Time courses embedded into the Summit Learning Platform

Designated ELD supports and interventions for emerging, expanding and bridging English language learners using PowerUp Literacy from Lexia Learning

Low Income Pupils:

Identify students based on Free and Reduced Priced Meals applications

Formative assessments to identify specific learning needs

Reads and Solves program for specific and targeted academic interventions

Survey families to identify additional supports required within and beyond the school day

Foster/Homeless Youth:

Identify students based on regulations set out in McKinney-Vento and work with local agencies to support students based on their specific needs and program.

Surveys for any staff member to request additional supports for students beyond the school day

Pupils with exceptional needs:

Learning center workshops to provide targeted lessons and supports for CCSS aligned IEP goals

504 and IEP accommodations planned and implemented by general education teachers through Summit Learning Platform

Provide related support services and intensive support services as outlined in IEP

Due to these supports and strategies, the vast majority of our students made significant academic progress during the 2020-21 school year and stayed on track to graduate prepared for college and career. We successfully mitigated learning loss for most of our students.

Unfortunately, our formative assessment data revealed that a significant minority of our students did struggle for a variety of reasons, mostly in areas that our virtual supports were unable to address. These reasons included extra obligations to support family members, distracting home environments, feelings of loneliness or isolation due to shelter-in-place orders, and simply the lack of physical

proximity to caring teachers and peers. As these students have begun attending school in person again, they have shown rapid academic gains. In fact, many of them have shown that despite their lack of engagement in Virtual School, they were learning and growing nonetheless.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

One central way in which Summit Public Schools supported the mental health and social and emotional well-being of students was through our mentoring program.

Each of our students is assigned to a faculty member who supports them and a mentor group of students throughout their time at Summit. In our virtual schedule students started their day with their mentor 4 days a week for 70 minutes and then one day a week for 90 minutes. These daily sessions included community building and mindfulness routines to both provide connection to other students and center and ground students for the day ahead. An additional part of this program is a weekly 1:1 check-in that each student has with their mentor, which is pivotal to building connection, being seen and known by an adult and ensuring the school has a way to know how students are doing with regards to their mental-health and social and emotional well-being.

Our mentors were provided beginning-of-the-year and on-going professional development with regards to facilitating their mentor groups and coaching students in 1:1 meetings.

In places where our personalized general mentoring program was not sufficient to meet a student's needs, using our MTSS systems, teams worked to identify the student's specific needs and target the appropriate secondary supports. We also utilized our resource bank - a robust library of a wide variety of community partners to whom students may be referred for supplementary mental health supports if needed - for external community supports.

We also provided an Employees Assistance Program, which includes counseling support and services, as part of our benefits to all of our employees.

Maintaining wellbeing through the pandemic was certainly a challenge for our whole community. While these supports helped significantly, we know that we will need to maintain mental health and emotional wellbeing supports going forward as our community recovers and returns to normal.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We used tiered strategies designed to re-engage students to attend daily and continue learning virtually. Students who were absent received a personal phone call home every day they were absent. Any student who was absent more than one day per week had a Zoom conference with the student's mentor and/or a school leader and their caregiver(s). The purpose of the Zoom conference is to



identify challenges to attendance, remove barriers, and create action plans to ensure daily engagement. We also sent letters and/or emails in some cases. Translations were provided for calls, conferences and letters/emails as needed.

We were successful in implementing these outreach strategies, and in many cases they were successful in getting students to engage or reengage in learning. However, the challenges of the pandemic for students and families made this an uphill battle in some cases, and despite continued efforts, we found that the most important factor for engagement for some students was being able to re-open our buildings.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We provided breakfast and lunch for all students every day, including students eligible for free and reduced meals. During virtual school all meals were grab-n-go and distributed as five-day meal kits. We also provided meal kits over holiday breaks for those in need. Students and families picked up these kits from the school sites. On the whole, this process was highly successful and allowed us to provide nutrition for all students who needed it.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Treasury bulletin regarding learning loss mitigation funds allows for the cost of a federal single audit	\$10,000		No
N/A	Federal ESSER funds allow for the maintaining of education jobs that could be lost during distance learning	\$40,236	\$39,468	No
N/A	Summit has an employee assistance plan to support any mental health or trauma related needs of the faculty and staff.	\$2,530		No
N/A	In preparation for returning to in person school, it is necessary to retain the lunch server position at this time as their hours have been reduced.	\$11,136	\$69,438	No
Mental Health and Social and Emotional Well-Being	Non special education mental health and trauma supports for students during virtual school. This is an increase in services for students as it is not able to be determined what student's needs may be during this public health crisis.	\$30,000	\$87,178	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between our plan and what was implemented.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our school’s experience during the 2020-21 school year has renewed our commitment to project-based, personalized learning and providing robust support for emotional wellbeing through close 1:1 relationships. We now have a refined understanding of why in-person interactions are so important for students and teachers alike, and also have improved our ability to use digital tools to complement in-person experiences.

Our goals for 2021-24 redouble our focus on preparing all students for college and career, while specifically calling out “Habits of Success” -- our term for socio-emotional learning -- and students’ development of a sense of purpose as especially important outcomes. Our school’s experience during the pandemic has taught us that our students and community already have incredible resilience (one of our Habits), and that they will seize opportunities to learn and grow whenever those opportunities are given to them. That said, we also learned that students and teachers significantly benefit from interacting in-person in order to build the relationships needed for students to feel a sense of belonging at school (another Habit). The Virtual School experience showed that this is more true for some students than others; now that we know this, we can prioritize in-person support for the students who need it more and focus more on asynchronous feedback for others.

This year also reinforced the need for our school to provide targeted support to our English Language Learners. These students were among the hardest hit by the pandemic, and we know that we need to continue providing robust targeted support and improve strategies to support designated English learning students. To that end, we have added a goal to our LCAP focused specifically on our support for English Language Learners.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to constantly monitor student participation and progress using the Summit Learning Platform, as we did before and during the pandemic, using these measures and others:

#### Attendance

- Log into Platform Every Day
- Attend Mentor SDL Time Every Day
- Attend All Project Time Blocks

#### Engagement

- Set a Goal Every Day
- Complete a Goal Every Day
- Complete a 1:1 check-in with their mentor every 2 weeks of school

#### Learning

- Submit at least one checkpoint or request for feedback each week
- Complete each course with a cognitive skill score of 70+

Growing  
Pass all Power Focus Area

We will also continue to provide these supports to help all students prepare themselves for college and career:

Formative assessment to identify specific learning needs  
Frequent and targeted feedback to accelerate learning progress  
Opportunities for students to revise work with scaffolding and support appropriate to learning needs

Additionally, we will use differentiated strategies to support the diverse academic needs of our students.

English Learners:

Integrated ELD supports during Project Time courses embedded into the Summit Learning Platform  
Designated ELD supports and interventions for emerging, expanding and bridging English language learners

Low Income Pupils:

Identify students based on Free and Reduced Priced Meals applications  
Formative assessments to identify specific learning needs  
Reads and Solves program for specific and targeted academic interventions  
Survey families to identify additional supports required within and beyond the school day

Foster/Homeless Youth:

Identify students based on regulations set out in McKinney-Vento and work with local agencies to support students based on their specific needs and program.

Surveys for any staff member to request additional supports for students beyond the school day

Pupils with exceptional needs:

Learning center workshops to provide targeted lessons and supports for CCSS aligned IEP goals  
504 and IEP accommodations planned and implemented by general education teachers through Summit Learning Platform  
Provide related support services and intensive support services as outlined in IEP

Our 2021-2024 LCAP reflects the continuation of these monitoring systems and supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between our plan and what was implemented.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our students had a high participation and engagement rate throughout the pandemic, and ultimately the vast majority of them are on track to graduate high school prepared for college and career, in spite of COVID-19. Unfortunately, our formative assessment data reveals that a significant minority of our students did struggle for a variety of reasons, mostly in areas that our virtual supports were unable to address. These reasons included extra obligations to support family members, distracting home environments, feelings of loneliness or isolation due to shelter-in-place orders, and simply the lack of physical proximity to caring teachers and peers. As these students have begun attending school in person again, they have shown rapid academic gains. In fact, many of them have shown that despite their lack of engagement in Virtual School, they were learning and growing nonetheless.

A few takeaways from this analysis have informed our 2021-2024 LCAP:

We must continue to focus on our students with unique needs, and especially on our English Language Learners, as many were disproportionately affected by the pandemic.

We must redouble our focus on building community and supporting students' emotional wellbeing through 1:1 mentoring, and by providing additional support as needed.

We must rely on our Multi-Tiered System of Supports to identify students who need additional resources and provide them with those resources -- the level of resources needed now post-pandemic is higher than it was before.

The Summit Learning Platform provides an excellent set of tools for students, teachers, and families to communicate and monitor academic progress, with or without in-person contact

On the whole, the experience of the 2019-20 and 2020-21 school years has only strengthened our commitment to prepare all of our students for college and career. Our 2021-2024 LCAP continues this commitment and refines our approach based on what we have learned from the pandemic.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,570,073.00	1,735,086.00
LCFF	1,329,445.00	1,479,844.00
LCFF, Title I	169,722.00	195,648.00
LCFF, Title II	70,906.00	59,594.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,570,073.00	1,735,086.00
1000-1999: Certificated Personnel Salaries	662,861.00	748,291.00
2000-2999: Classified Personnel Salaries	13,849.00	57,882.00
3000-3999: Employee Benefits	225,570.00	268,723.00
5000-5999: Services And Other Operating Expenditures	667,793.00	660,190.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,570,073.00	1,735,086.00
1000-1999: Certificated Personnel Salaries	LCFF	535,569.00	601,555.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	127,292.00	146,736.00
2000-2999: Classified Personnel Salaries	LCFF	13,849.00	57,882.00
3000-3999: Employee Benefits	LCFF	183,140.00	219,811.00
3000-3999: Employee Benefits	LCFF, Title I	42,430.00	48,912.00
5000-5999: Services And Other Operating Expenditures	LCFF	596,887.00	600,596.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	70,906.00	59,594.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,174,222.00	1,252,344.00
<b>Goal 2</b>	121,778.00	187,214.00
<b>Goal 3</b>	274,073.00	295,528.00

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

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$264,262.00	\$152,831.00
Distance Learning Program	\$414,203.00	\$499,135.00
Pupil Learning Loss	\$96,807.00	\$117,913.00
Additional Actions and Plan Requirements	\$93,902.00	\$196,084.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$869,174.00</b>	<b>\$965,963.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$165,727.00	\$140,164.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$63,902.00	\$108,906.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$229,629.00</b>	<b>\$249,070.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$98,535.00	\$12,667.00
Distance Learning Program	\$414,203.00	\$499,135.00
Pupil Learning Loss	\$96,807.00	\$117,913.00
Additional Actions and Plan Requirements	\$30,000.00	\$87,178.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$639,545.00</b>	<b>\$716,893.00</b>

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Public School: K2	Cynthia Jerez, Executive Director (HS) Kacy Robinson, Executive Director (MS)	cjerez@summitps.org / (510) 374-4408 krobinson@summitps.org / (510) 374-4093

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Summit Public School: K2 (Summit K2) is a public charter school founded in 2013 which currently serves approximately 560 students in grades 7-12. Summit K2 was granted authorization by the Contra Costa County Board of Education in 2013 to serve the diverse communities of the West Contra Costa County Unified School District. The school is located in the southern part of the district, on the border of Richmond and El Cerrito, in very close proximity to the major transportation hub of the El Cerrito del Norte BART station.

Summit K2's student body is diverse and joins K2 from over 30 different elementary schools. In school year 2020-21, 65% of our students qualify for free or reduced lunch, 19% are English learners, and 10% are students with disabilities. The largest racial and ethnic subgroups at Summit K2 include Hispanic or Latino (58%), Black or African American (15%), Asian (9%), and two or more races (9%), with smaller subgroups for White and American Indian or Alaska Native.

Summit K2's charter was renewed by the Contra Costa County Office of Education in the fall of 2018 for another five-year term. The mission of Summit K2 is to prepare a diverse student population for success in a four-year college and to be thoughtful, contributing members of society. Its small size, high-quality faculty, unique organization, innovative instruction, and personalized learning model enable Summit K2 to empower all students to successfully complete a rigorous, college-preparatory curriculum.

### Reflections: Successes

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

Summit K2 believes in continuous improvement as a core activity, and we regularly revisit our systems and practices with an eye towards how effective they are at achieving our mission of preparing students for a four-year college and to be thoughtful, contributing members of



society. With that in mind, we are most proud of the short-to-medium term successes that are tied most directly to that mission:

- 92.0% of students from the 2020 cohort graduated from high school in four years, compared to 84.3% statewide
- 98.8% of 12th grade students from the Class of 2020 were admitted to a four-year college
- 64.4% of graduates from the 2020 cohort met the “Prepared” standard for California’s College/Career Indicator (CCI), compared to 45.8% statewide

Unduplicated student groups saw similar success in the Class of 2020 as the overall cohort did:

- 76.9% of English Learners in our 2020 cohort graduated high school in four years, compared to 69.1% of English Learners statewide
- 89.5% of Socioeconomically Disadvantaged students in our 2020 cohort graduated in four years, compared to 81.2% of Socioeconomically Disadvantaged students statewide
- 100% of English Learners in our 2020 cohort were admitted to a four-year college
- 100% of Socioeconomically Disadvantaged students in our 2020 cohort were admitted to a four-year college

These strong outcomes for the overall student population, and unduplicated students in particular, are a powerful validation of the science-based Summit model and our focus on developing in students the cognitive skills, content knowledge, habits of success, and sense of purpose necessary for success after high school. Obviously, we are hoping to maintain and build upon this success, and we are continuing a number of actions in the LCAP that we think are most responsible for these results, including the Common Core Common Assessment Plan, the Habits of Success Program, Expeditions, College Process Support, the Extended School Day, and Multi-Tiered Systems of Supports. Additionally, we are revisiting our math and literacy interventions, Summit Solves and Summit Reads, to better integrate them with the authentic project work happening in core classes and to more responsively adapt to evolving student needs during the school year.

By building on this strong foundation, we believe we can execute more and more effectively at ensuring that all students in our diverse population are prepared for a four-year college and life beyond.

## Reflections: Identified Need

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

Based on a review of the 2019 CA School Dashboard (the most recent year available, due to the pandemic), Summit K2 has no state indicators for which overall performance is in the “Red” or “Orange” categories, nor any local indicators that are not “Standard Met.”

However, several state indicators have student groups that are 2 or more levels below the “all student” performance:

- For ELA, the “all student” performance is Green, but the performance for the African American and English Learners subgroups is Red.
- For Math, the “all student” performance is Yellow, but the performance for the African American subgroup is Red.
- For Chronic Absenteeism, the “all student” performance is Yellow, but the performance for English Learners is Red.

Due to the small sample size at our small school, particularly for subgroups, we believe these color ratings are overly sensitive and do not always accurately reflect our school's performance. However, the more detailed data behind them, and our robust internal data, do indicate some particular strengths and areas for improvement for our school, which we also discuss later in the LCAP.

To address the performance gaps in ELA and Math, we are better integrating our math and literacy interventions with the project and concept unit work happening in English and Math classes. We expect to more responsively adapt to evolving student needs during the school year, and students whose performance demonstrates that they are falling behind will participate in smaller groupings and receive more intensive teacher support.

To address the performance gap in Chronic Absenteeism, we are continuing to invest in our Comprehensive Attendance and Absence Program, with regular contacts to caregivers when students don't show up for school and more intensive interventions for students with high numbers of absences. In addition, we expect our deepening investment in building parent community, through our Community Engagement Team and Parent Organization & Community Events, to help improve attendance for students whose families we are able to strongly engage. Finally, for English Learners specifically, we are also investing in a number of actions and services to better support their English language development and their ability to access our curriculum. Our hope would be that improved academic performance would help drive student investment in school and reduce absenteeism.

Additionally, the K2 team identified resource inequities to address identified root causes in disproportionality for English Language Arts performance among Black students, attendance and English performance for English Language Learners, and Math performance for Black, ELL, socio-economically disadvantaged and Latinx students. To address chronic absenteeism and build a sense of academic belonging among English Language Learners and Black students, funds have been allocated toward increasing social-emotional learning, anti-bias anti-racist teacher professional development, and mental health counseling to provide individual, group, and family social emotional supports and education. Professional development plans and structures target capacity building across departments for integrated English language development, and cycles of data analysis to iterate and improve outcomes for English learners and Black students. Finally, professional development for math instruction targets discourse and problem solving strategies using culturally relevant practices.

## LCAP Highlights

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

Summit K2 's mission is to prepare a diverse student population for success in a four-year college and to be thoughtful, contributing members of society. The first three goals in our 2021-2024 LCAP reflect three crucial aspects of our approach to fulfilling this mission on behalf of our students and families:

- Summit Model: All students develop the cognitive skills, content knowledge, habits of success, and sense of purpose necessary to graduate from a four-year college and to be thoughtful, contributing members of society.
- Common Core: All students are on track to graduate while completing a rigorous, Common Core-aligned curriculum.

- Community: Summit maintains a safe, welcoming school environment for developing community, engaging students, and making families partners in their students' learning.

These goals now encompass many of the actions and services from the 2017-2020 LCAP we believe were effective in driving success for our unduplicated students. We have also added a new action -- Anti-Bias Anti-Racist (ABAR) Practices and Programming -- that reflects an organization-wide commitment to equity in teaching and mentoring practices, and we are revisiting our math and literacy interventions to better integrate their content and learning strategies with the authentic project work happening in core academic classes.

The experience and challenges of virtual school have also proven to us the value of continuing many of the supports we were providing for students remotely during the pandemic, and post-COVID, we are especially focused on fostering connections among our school community and supporting families and the whole child. These are essential parts of enabling student success in the classroom.

Finally, we are renewing our efforts to address disparities in academic performance between English Learners and their English proficient peers. Our fourth LCAP goal -- "Summit provides supports that enable English Language Learners to develop English proficiency and graduate college-ready" -- encompasses a number of actions/services to increase investment in our support for English Learners. These include reinvesting in our English Language Development (ELD) Designated Instruction Block, increasing PD for all teachers providing integrated supports, and improving the supports for ELs available in our core curriculum. We believe making these investments will accelerate English Learners' progress towards English proficiency, while enabling them to fully access our curriculum as they develop their English skills.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The school leadership met with community stakeholders in May 2021 to specifically review the LCAP goals and solicit feedback. The pandemic created a number of challenges in ensuring that the school was able to have meaningful engagement with all stakeholders. However, virtual meetings also enabled participation for families without having to travel to the school during evening hours. Based on engagement experiences throughout the year we recognized that by utilizing a discussion framework with directed questions about our proposed goals, we could receive meaningful feedback even absent in-person meetings. Specifically, school leadership met with families virtually during an evening meeting where leaders sought direct input on the school goals and what these goals meant for students and families. Community members were notified of the opportunity to provide input at a meeting through school email communications, texts, and other direct outreach with parent groups. For those who could not or attend or simply wanted a different option for participation, the school included an opportunity to share feedback via a link directly from the website. Additional family input was collected through the annual family survey which the school distributed via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement. Student input towards priorities was collected primarily through our student survey. Another critical stakeholder group that provided feedback on LCAP goals and the needs of the school as they pertain to student outcomes were the school faculty. Throughout the year, faculty participate in Leadership Team meetings and discuss mission critical actions for the school. In May, the school Directors collected additional information specific to the proposed LCAP goals from faculty. Stakeholders were well aligned to the goals proposed and most feedback suggested resonance with the direction of the LCAP. This supported the final budget allocations made against the actions and services reflected in the final LCAP.

A summary of the feedback provided by specific stakeholder groups.

Summit K2 gathered feedback from our families, students and faculty through surveys and we also held a community forum to discuss student progress, the LCAP and our goals in April, 2021. During this community forum, for each LCAP goal, families engaged around the questions:

What does this mean to you?

What does it mean for students at our school?

What would success look like?

We also probed around the questions:

Where do you see students struggling with this?

Where do you see students thriving with this?

What would success look like for your student? For the school overall?

We talked about the parts of our program and/or activities that align with this goal and asked families to help draw connections.

Families shared that the diversity of the student population at K2 is a huge plus and that they love hearing Spanish and English. They shared that this is something that they would like to see continue to be developed as a way to encourage more families to be involved in the school. Families and students expressed ongoing support for the Expeditions program as a way to help students develop their personalized pathways and wanting to see expanded opportunities to develop practical skills, like auto shop or graphic design. Faculty expressed

feedback around working towards equity goals in student achievement. They expressed specific areas for improvement such as professional development on serving English language learners.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a public charter school, and consequently a school of choice, stakeholder feedback is central to every element of our program. More than that, we understand that our school will only be able to achieve our mission if we are constantly reflecting on how we are meeting the needs of each and every student. Through the feedback we received in numerous stakeholders surveys, starting with the end of the school year last year as we shifted into virtual school, and incorporating feedback from our weekly faculty Leadership Meetings, and feedback received at our public board meetings, we developed our proposed LCAP goals. Because our school is part of an integrated network of seven schools in the Bay Area, with an aligned model reflected in each of our charter petitions, and supported by a network home office team, we work together across LEAs to develop goals that surface learning from multiple perspectives. We are also very intentional about engaging with our unique local stakeholder communities and deeply value the feedback and input we receive directly from our families, students and faculty. This input is considered when determining the allocation of resources towards specific actions and services. In some instances, it means new actions and services.

This year, we continued to refine our LCAP development process so that we could best incorporate the diversity of feedback from all stakeholders as we develop our actions and services. While every aspect of the LCAP is influenced by stakeholder feedback, the deep commitment to actions and services that support decreasing gaps for English Language Learners is evident in the inclusion of a new goal, Goal #4: “Summit provides supports that enable English Language Learners to develop English proficiency and graduate college-ready.” And in order to pursue that goal, we are prioritizing a significant reinvestment into our English Language Development (ELD) Designated Instruction block, alongside stronger integrated supports in our curriculum and professional development for teachers of English Learners.

Similarly, feedback concerning professional development was very influential. Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization, and over the course of the past school year, Summit faculty and leaders have engaged with developing an ABAR framework for the organization. It is critical to us that all of our plans reflect this shared community value. This has influenced the LCAP through the addition of an action for all teachers to engage in ABAR teaching and mentoring practices, for all employees to continue working on their personal development and knowledge development in this area, and for our school to facilitate ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Students admitted to a 4-year college	All students: 99% Asian students: 100% Black or African American students: 100% Hispanic or Latino students: 97% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%				All students: 100% Asian students: 100% Black or African American students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: Class of 2020				
Priority 4 - Pupil Achievement: Graduates attending a 2-year or 4-year college 12 months after graduation (“college-going rate”)	Summit K2 did not yet have a graduating class in SY 2017-18 when the state last calculated this metric.				70%
Priority 5 - Pupil Engagement: High school graduation rate	All students: 92% Asian students: n/a Black or African American students: 88% Hispanic or Latino students: 92% Two or more races students: n/a White students: 92% English Learners: 77% Socioeconomically Disadvantaged students: 90% Students with disabilities: n/a  Baseline data from: Class of 2020				All students: 94% Asian students: 94% Black or African American students: 94% Hispanic or Latino students: 94% Two or more races students: 94% White students: 94% English Learners: 80% Socioeconomically Disadvantaged students: 90% Students with disabilities: 80%
Priority 2 - State Standards and Priority 8 - Other Pupil	All students: 59% Asian students: 87%				All students: 65% Asian students: 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Outcomes: Students on-track for college and career readiness, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	Black or African American students: 47% Hispanic or Latino students: 57% Two or more races students: 64% White students: 69% English Learners: 33% Socioeconomically Disadvantaged students: 55% Students with disabilities: 34%  Baseline data from: SY 2020-21 as of April 1st, 2021				Black or African American students: 57% Hispanic or Latino students: 65% Two or more races students: 65% White students: 65% English Learners: 50% Socioeconomically Disadvantaged students: 65% Students with disabilities: 50%
Priority 8 - Other Pupil Outcomes: Students within one Power Focus Area of on-track in core courses	62%  Baseline data from: SY 2020-21 as of April 1st, 2021				70%
Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year	100%  Baseline data from: SY 2020-21				100%
Priority 4 - Pupil Achievement: Students scoring	All students: 49% Asian students: 76%				All students: 55% Asian students: 75%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficient or higher on Smarter Balanced assessments in ELA	Black or African American students: 26% Hispanic or Latino students: 44% Two or more races students: 72% White students: 64% English Learners: 15% Socioeconomically Disadvantaged students: 39% Students with disabilities: 40%  Baseline data from: SY 2018-19				Black or African American students: 35% Hispanic or Latino students: 53% Two or more races students: 70% White students: 60% English Learners: 25% Socioeconomically Disadvantaged students: 48% Students with disabilities: 50%
Priority 4 - Pupil Achievement: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	<ul style="list-style-type: none"> <li>All students: 47% Fully Prepared, 45% Prepared With Extra Effort &amp; Support</li> <li>Asian students: 76% Fully Prepared, 24% Prepared With Extra</li> </ul>				<ul style="list-style-type: none"> <li>All students: 50% Fully Prepared, 50% Prepared With Extra Effort &amp; Support</li> <li>Asian students: 75% Fully Prepared, 25% Prepared With Extra</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• Black or African American students: 33% Fully Prepared, 61% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 43% Fully Prepared, 47% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 54% Fully Prepared, 40% Prepared With Extra Effort &amp; Support</li> <li>• White students: 64% Fully</li> </ul>				<p>Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• Black or African American students: 40% Fully Prepared, 60% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 50% Fully Prepared, 50% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 50% Fully Prepared, 50% Prepared With Extra Effort &amp; Support</li> <li>• White students: 60% Fully</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Prepared, 36%</p> <p>Prepared With Extra Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• English Learners: 26% Fully Prepared, 52% Prepared With Extra Effort &amp; Support</li> <li>• Socioeconomically Disadvantaged students: 41% Fully Prepared, 49% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 30% Fully Prepared, 57% Prepared With Extra Effort &amp; Support</li> </ul>				<p>Prepared, 40%</p> <p>Prepared With Extra Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• English Learners: 35% Fully Prepared, 65% Prepared With Extra Effort &amp; Support</li> <li>• Socioeconomically Disadvantaged students: 50% Fully Prepared, 50% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 40% Fully Prepared, 60% Prepared With Extra Effort &amp; Support</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2019-20				
Priority 4 - Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments in Math	All students: 27% Asian students: 12% Black or African American students: 10% Hispanic or Latino students: 21% Two or more races students: 52% White students: 64% English Learners: 2% Socioeconomically Disadvantaged students: 21% Students with disabilities: 14%  Baseline data from: SY 2018-19				All students: 40% Asian students: 25% Black or African American students: 25% Hispanic or Latino students: 35% Two or more races students: 50% White students: 60% English Learners: 20% Socioeconomically Disadvantaged students: 30% Students with disabilities: 25%
Priority 4 - Pupil Achievement: Students on-track for college and career readiness in math, as demonstrated by Common Core-aligned math concept performance evaluated using	<ul style="list-style-type: none"> <li>All students: 36% Fully Prepared, 62% Prepared With Extra Effort &amp; Support</li> <li>Asian students:</li> </ul>				<ul style="list-style-type: none"> <li>All students: 40% Fully Prepared, 60% Prepared With Extra Effort &amp; Support</li> <li>Asian students:</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
rubric-based assessments	<p>56% Fully Prepared, 44% Prepared With Extra Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• Black or African American students: 27% Fully Prepared, 72% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 30% Fully Prepared, 67% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 49% Fully Prepared, 51% Prepared With Extra</li> </ul>				<p>55% Fully Prepared, 45% Prepared With Extra Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• Black or African American students: 35% Fully Prepared, 65% Prepared With Extra Effort &amp; Support</li> <li>• Hispanic or Latino students: 40% Fully Prepared, 60% Prepared With Extra Effort &amp; Support</li> <li>• Two or more races students: 50% Fully Prepared, 50% Prepared With Extra</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• White students: 52% Fully Prepared, 48% Prepared With Extra Effort &amp; Support</li> <li>• English Learners: 18% Fully Prepared, 73% Prepared With Extra Effort &amp; Support</li> <li>• Socioeconomically Disadvantaged students: 27% Fully Prepared, 71% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 21% Fully Prepared, 75%</li> </ul>				<p>Effort &amp; Support</p> <ul style="list-style-type: none"> <li>• White students: 50% Fully Prepared, 50% Prepared With Extra Effort &amp; Support</li> <li>• English Learners: 25% Fully Prepared, 75% Prepared With Extra Effort &amp; Support</li> <li>• Socioeconomically Disadvantaged students: 35% Fully Prepared, 65% Prepared With Extra Effort &amp; Support</li> <li>• Students with disabilities: 30% Fully Prepared, 70%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Prepared With Extra Effort &amp; Support</p> <p>Baseline data from: SY 2019-20</p>				Prepared With Extra Effort & Support
Priority 1 - Basic: Teachers appropriately credentialed	<p>69%</p> <p>Baseline data from: SY 2020-21</p>				100%
Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher	<p>All students: 44%</p> <p>Asian students: 46%</p> <p>Black or African American students: 8%</p> <p>Hispanic or Latino students: 51%</p> <p>Two or more races students: 50%</p> <p>White students: 58%</p> <p>English Learners: 17%</p> <p>Socioeconomically Disadvantaged students: 48%</p> <p>Students with disabilities: 20%</p> <p>Baseline data from: Class of 2020</p>				<p>All students: 50%</p> <p>Asian students: 50%</p> <p>Black or African American students: 25%</p> <p>Hispanic or Latino students: 50%</p> <p>Two or more races students: 50%</p> <p>White students: 50%</p> <p>English Learners: 30%</p> <p>Socioeconomically Disadvantaged students: 50%</p> <p>Students with disabilities: 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Graduates not requiring remediation based on Early Assessment Program	<p>All students: 35%  Asian students: 46%  Black or African American students: 0%  Hispanic or Latino students: 31%  Two or more races students: 67%  White students: 58%  English Learners: 0%  Socioeconomically Disadvantaged students: 25%  Students with disabilities: 20%</p> <p>Baseline data from: Class of 2020</p>				<p>All students: 40%  Asian students: 45%  Black or African American students: 20%  Hispanic or Latino students: 40%  Two or more races students: 60%  White students: 55%  English Learners: 20%  Socioeconomically Disadvantaged students: 35%  Students with disabilities: 30%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Attracting and Retaining Highly Qualified Teachers	Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	\$70,049.00	No



Action #	Title	Description	Total Funds	Contributing
2	Teacher Support and Professional Development	Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. The Chief of Schools and other strategic partners provide coaching and technical training to support school Directors and Deans in their roles as instructional leaders.	\$31,427.00	Yes
3	Literacy Intervention	<p>At Summit we believe that all students are capable of reaching commencement level outcomes by the time that they graduate, but we also realize that students come to our schools with different levels of readiness and with unique skills and needs. Our literacy intervention, Summit Reads, provides targeted support for all students, who engage in accelerated work focusing on making progress towards grade-level outcomes. Programming in Summit Reads is designed to provide students with time to build reading habits and identity, while creating access to grade-level work.</p> <p>Using progress on cognitive skills, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in Designated Instruction or learning centers as appropriate to their learning needs. The reading content and strategies driving Summit Reads at different tiers will be identified by the grade-level team and can be adjusted based on upcoming project work.</p>	\$47,162.00	Yes
4	Math Intervention	Similar to our literacy intervention, our math intervention, Summit Solves, will also provide students with more time to engage in math, while providing different levels of teacher support based on student needs. Grade-level teams will also plan this intervention in 6-8 week cycles and assign students to tiers of support based on math concept data. This extra math practice and support will help students build their	\$58,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>math identity, while reinforcing and growing students' habits, mindsets, and skills.</p> <p>Using progress on concept scores, grade-level teams will plan student supports and track progress over 6-8 week cycles. As a response to intervention (RTI), students will be assigned to Tier 1, 2 or 3. In this design, some students receive small group support with scaffolding and others engage in learning centers as appropriate to their learning needs. The math content and strategies driving Summit Solves at different tiers will be identified by the grade-level team and can be adjusted based on upcoming work.</p>		
5	Expeditions	<p>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:</p> <ol style="list-style-type: none"> <li>1) Students fulfill the Visual and Performing Arts requirement for UC admission through Expeditions.</li> <li>2) Students have a chance to explore non-academic passions.</li> <li>3) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs</li> <li>4) Students explore careers via annual Career Days and through Internships.</li> <li>5) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course.</li> <li>6) Students have an opportunity to obtain support on core academic course work and enhance their learning.</li> </ol>	\$452,250.00	No
6	Habits of Success Program	<p>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,</p>	\$634,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integrated throughout project work, self-directed learning time, and mentorship to help students continually develop their habits of success.		
7	College Process Support	<p>Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstances. To support students in achieving this goal:</p> <p>1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process.</p> <p>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.</p> <p>3) Director of College Readiness: The Director is an expert on the college application process and the college transition process. They support the Administrators of the school by keeping an eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program in Expeditions.</p> <p>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 outcomes by connecting with Summit alumni to learn about how our program can better set current students up for success. This role supports the development of systems that are mostly executed directed by School Leaders across Summit schools.</p>	\$33,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action).		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: Graduates who are college or career ready	All students: 64% Asian students: n/a Black or African American students: 25% Hispanic or Latino students: 62% Two or more races students: n/a White students: 77% English Learners: 39% Socioeconomically Disadvantaged students: 56% Students with disabilities: n/a				All students: 69% Asian students: 60% Black or African American students: 35% Hispanic or Latino students: 69% Two or more races students: 60% White students: 75% English Learners: 45% Socioeconomically Disadvantaged students: 62% Students with disabilities: 45%

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%  Baseline data from: SY 2020-21				English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Common Core Common Assessment Plan	Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Projects are evaluated using Cognitive Skill rubrics that were externally validated and developed in partnership with assessment experts at the Stanford Center for Assessment, Learning and Equity (SCALE). Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, clarifying assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning.	\$45,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Extended School Day	All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students.	\$122,030.00	Yes
4	Summit Learning Platform Access and Rostering	Summit's Data Team supports school leaders in managing the scheduling process and maintaining rosters in the online Summit Learning Platform, which teachers use for assigning and grading projects, tracking student progress, and administering content assessments.	\$14,134.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**





# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: Average Daily Attendance (ADA)	All students: 92% Asian students: 96% Black or African American students: 92% Hispanic or Latino students: 92% Two or more races students: 92% White students: 93% English Learners: 88% Socioeconomically Disadvantaged students: 92% Students with disabilities: 89%				All students: 95% Asian students: 95% Black or African American students: 95% Hispanic or Latino students: 95% Two or more races students: 95% White students: 95% English Learners: 95% Socioeconomically Disadvantaged students: 95% Students with disabilities: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2020-21 as of April 1st, 2021				
Priority 5 - Pupil Engagement: Chronic absenteeism rate	All students: 14% Asian students: 4% Black or African American students: 13% Hispanic or Latino students: 15% Two or more races students: 18% White students: 14% English Learners: 24% Socioeconomically Disadvantaged students: 17% Students with disabilities: 22%  Baseline data from: SY 2020-21 as of April 1st, 2021				All students: 10% Asian students: 10% Black or African American students: 10% Hispanic or Latino students: 10% Two or more races students: 10% White students: 10% English Learners: 10% Socioeconomically Disadvantaged students: 10% Students with disabilities: 10%
Priority 5 - Pupil Engagement: Middle school dropout rate	0%  Baseline data from: SY 2019-20				0%
Priority 5 - Pupil Engagement: High school dropout rate	All students: 7% Asian students: n/a				All students: 5% Asian students: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black or African American students: 13% Hispanic or Latino students: 8% Two or more races students: n/a White students: 0% English Learners: 23% Socioeconomically Disadvantaged students: 9% Students with disabilities: n/a  Baseline data from: SY 2019-20				Black or African American students: 5% Hispanic or Latino students: 5% Two or more races students: 5% White students: 5% English Learners: 5% Socioeconomically Disadvantaged students: 5% Students with disabilities: 5%
Priority 6 - School Climate: Pupil Suspension Rate	All students: 0% Asian students: 0% Black or African American students: 0% Hispanic or Latino students: 0% Two or more races students: 0% White students: 0% English Learners: 0% Socioeconomically Disadvantaged students: 0% Students with disabilities: 0%				All students: 2% Asian students: 2% Black or African American students: 2% Hispanic or Latino students: 2% Two or more races students: 2% White students: 2% English Learners: 2% Socioeconomically Disadvantaged students: 2% Students with disabilities: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data from: SY 2020-21 as of April 1st, 2021				
Priority 6 - School Climate: Pupil Expulsion Rate	0%  Baseline data from: SY 2020-21 as of April 1st, 2021				0%
Priority 3 - Parental Involvement: Parents/families having a family meeting with student's mentor	All students: 100% Asian students: 100% Black or African American students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%  Baseline data from: SY 2020-21				All students: 100% Asian students: 100% Black or African American students: 100% Hispanic or Latino students: 100% Two or more races students: 100% White students: 100% English Learners: 100% Socioeconomically Disadvantaged students: 100% Students with disabilities: 100%
Priority 6 - School Climate: Families responding positively to "I feel my child is	All families: 82% Families of unduplicated students: 76%				All families: 87% Families of unduplicated students: 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
physically safe at school” on family survey	Baseline data from: SY 2020-21				
Priority 6 - School Climate: Families responding positively to “I feel my child is emotionally safe at school” on family survey	All families: 85% Families of unduplicated students: 78%  Baseline data from: SY 2020-21				All families: 90% Families of unduplicated students: 90%
Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to “I feel connected to my student’s school” on family survey	All families: 76% Families of unduplicated students: 78%  Baseline data from: SY 2020-21				All families: 81% Families of unduplicated students: 81%
Priority 3 - Parental Involvement: Families responding positively to “I understand my student’s academic performance and progress in school” on family survey	All families: 99% Families of unduplicated students: 98%  Baseline data from: SY 2020-21				All families: 95% Families of unduplicated students: 95%
Priority 3 - Parental Involvement: Families responding positively to “I understand what I can do to support my student academically” on family survey	All families: 92% Families of unduplicated students: 90%  Baseline data from: SY 2020-21				All families: 95% Families of unduplicated students: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parental Involvement: Families responding positively to “My student’s school uses my feedback when making decisions” on family survey	All families: 64% Families of unduplicated students: 63%  Baseline data from: SY 2020-21				All families: 70% Families of unduplicated students: 70%
Priority 6 - School Climate: Students responding positively to “There is at least one adult at my school that I trust” on student survey	All students: 84% Asian students: 77% Black or African American students: 91% Hispanic or Latino students: 82% Two or more races students: 93% White students: 81% English Learners: 86% Socioeconomically Disadvantaged students: 83% Students with disabilities: 96%  Baseline data from: SY 2020-21				All students: 89% Asian students: 89% Black or African American students: 89% Hispanic or Latino students: 89% Two or more races students: 89% White students: 89% English Learners: 89% Socioeconomically Disadvantaged students: 89% Students with disabilities: 89%
Priority 6 - School Climate: Students responding positively to “I feel physically	All students: 90% Asian students: 86% Black or African American students: 91%				All students: 95% Asian students: 95% Black or African American students: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
safe at school” on student survey	<p>Hispanic or Latino students: 90%</p> <p>Two or more races students: 93%</p> <p>White students: 94%</p> <p>English Learners: 86%</p> <p>Socioeconomically Disadvantaged students: 89%</p> <p>Students with disabilities: 85%</p> <p>Baseline data from: SY 2020-21</p>				<p>Hispanic or Latino students: 95%</p> <p>Two or more races students: 95%</p> <p>White students: 95%</p> <p>English Learners: 95%</p> <p>Socioeconomically Disadvantaged students: 95%</p> <p>Students with disabilities: 95%</p>
Priority 6 - School Climate: Students responding positively to “I feel emotionally safe at school” on student survey	<p>All students: 77%</p> <p>Asian students: 74%</p> <p>Black or African American students: 84%</p> <p>Hispanic or Latino students: 76%</p> <p>Two or more races students: 77%</p> <p>White students: 75%</p> <p>English Learners: 82%</p> <p>Socioeconomically Disadvantaged students: 77%</p> <p>Students with disabilities: 85%</p> <p>Baseline data from: SY 2020-21</p>				<p>All students: 82%</p> <p>Asian students: 82%</p> <p>Black or African American students: 82%</p> <p>Hispanic or Latino students: 82%</p> <p>Two or more races students: 82%</p> <p>White students: 82%</p> <p>English Learners: 82%</p> <p>Socioeconomically Disadvantaged students: 82%</p> <p>Students with disabilities: 82%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate: Faculty members responding positively to “I feel physically safe at school” on faculty survey	91% Baseline data from: SY 2018-19				95%
Priority 6 - School Climate: Faculty members responding positively to “I feel emotionally safe at school” on faculty survey	83% Baseline data from: SY 2018-19				90%
Priority 1 - Basic: Facilities in good repair	Yes Baseline data from: SY 2020-21				Yes

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Engagement Team	Summit schools have a Community Engagement Manager that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports	\$109,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>2</b>	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 creating a positive classroom environment and works directly with students and families to respond to unproductive behaviors.	\$128,563.00	Yes
<b>3</b>	Mentor Meetings and Family Access to Summit Learning Platform	At the beginning of the year, mentors meet with every student & family to review and set annual goals. 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. Additionally, the Summit Learning Platform has a family-facing login and interface for families to have instant access to students' work and to monitor their progress against their annual goals.	\$39,112.00	Yes
<b>4</b>	Comprehensive Attendance and Absence Program	The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Assistant phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Deans of Operations to ensure correct attendance is taken.	\$27,893.00	Yes
<b>5</b>	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.	\$62,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Mental and Behavioral Health Supports	We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.	\$30,600.00	No
7	Parent Organization & Community Events	Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	\$28,853.00	Yes
8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	Summit is committed to being an Anti-Bias Anti-Racist (ABAR) organization, with all teachers engaging in ABAR teaching and mentoring practices, all employees continually working on their personal development and knowledge development in this area, and schools facilitating ABAR experiences for their students and families. Teachers will receive regular training and PD on implementing ABAR practices in the classroom, and school leaders will monitor and coach on their effectiveness.	\$23,453.00	Yes
9	Site Safety	Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.	\$9,159.00	Yes
10	Data Security	As more information is stored electronically regarding students and their performance, it becomes even more important for students and	\$41,362.00	No

Action #	Title	Description	Total Funds	Contributing
		parents to feel that their data is safe and accessible only by appropriate parties. Summit's Tech and Data Teams work continuously to ensure that our systems are secure and student information is protected.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement: ELLs making progress in English proficiency year-over-year	29% Baseline data from: SY 2018-19				40%
Priority 4 - Pupil Achievement: English Learner reclassification rate	7% Baseline data from: SY 2019-20				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement: English Learner 4-year cohort graduation rate	77% Baseline data from: Class of 2020				80%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates who completed UC/CSU A-G requirements	100% Baseline data from: Class of 2020				100%
Priority 4 - Pupil Achievement: Current and reclassified ELL graduates accepted to at least one 4-year college	97% Baseline data from: Class of 2020				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Beyond the supports provided for English Learners in all courses through integrated instruction, Summit is reinvesting in our English Language Development (ELD) Designated Instruction block. Twice a week, all students scoring in Levels 1-3 on the ELPAC, as well as students scoring Level 4 that need additional support, will receive dedicated instruction focused on reading comprehension and academic language. The CLAD-credentialed teacher leading the block will also receive ongoing professional development, described in more detail below.	\$21,720.00	Yes
2	Integrated Supports in Core Curriculum	Summit is continuing to invest in differentiated materials in the base curriculum across courses to ensure that English Learners are able to effectively access the curriculum. All teachers will leverage these	\$13,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources and responsively apply a set of strategies to support ELs based on students' levels in the four domains of speaking, reading, writing, and listening.		
3	Training and Ongoing PD for Integrated Supports	Summit will be increasing the amount of training and professional development that all teachers who work with English Learners receive about how to make sure EL students are receiving the right level of support in their core academic classes. This will happen during dedicated teacher PD time in August and February, as well as ongoing opportunities for PD during Expeditions PD weeks and weekly Wednesday PD.	\$48,403.00	Yes
4	Training and Ongoing PD for Teachers of Designated Instruction	Teachers of the ELD Designated Instruction Block will likewise receive an increased amount of training and professional development to support their execution of that crucial program. This will be separate from the training other teachers receive on integrated support and will be conducted both at the beginning of school and throughout the year.	\$17,188.00	Yes
5	English Language Learner Identification and Notification Procedures	The Dean of Operations will be leading the processes for identifying potential English Learners, ensuring they are tested with the Initial ELPAC, and notifying families of the results. They will also lead on annual Summative ELPAC testing and executing reclassifications for students who qualify. Summit Public Schools employees will support the DOO with training on effectively managing all of these processes and by providing CALPADS and testing management services.	\$10,590.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.95%	\$1,158,929

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

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

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

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

**Literacy Intervention:** All students will participate in the literacy intervention block, Summit Reads, but smaller group settings with more intensive teacher support will be reserved for students who demonstrate through their cognitive skill performance that they are not on track to be prepared for a four-year college without requiring extra effort and support. Our data suggests that such students are disproportionately likely to be English learners or low-income, and these smaller group sizes and more individualized teacher attention should help close these gaps. Additionally, English Learners who have not yet reached Level 4 on the ELPAC will participate in a English Language Development Designated Instruction Block specifically focused on reading comprehension and academic language.

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

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

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

**Common Core Common Assessment Plan:** The Common Core Common Assessment Plan is a crucial part of monitoring the academic performance of Summit, and getting regular assessments of Common Core-aligned Cognitive Skills evaluated using authentic, project-based rubrics helps to quickly identify students who are not on track to be prepared for college without additional effort and support. As discussed above, cognitive skill data shows continued gaps in the performance between English learners and low-income students when compared to their English fluent and non-low-income peers, so the ability to effectively and regularly assess performance throughout the year is critical to effectively intervening. This assessment data informs numerous other interventions, from individual support during project class time all the way to the math and literacy intervention blocks, and these interventions increase the chances students will succeed in high school and ultimately graduate.

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

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

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

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

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

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

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

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

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

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

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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,938,314.00			\$182,220.00	\$2,120,534.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,394,704.00	\$725,830.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Attracting and Retaining Highly Qualified Teachers	\$49,051.00			\$20,998.00	\$70,049.00
1	2	English Learners Foster Youth Low Income	Teacher Support and Professional Development	\$31,427.00				\$31,427.00
1	3	English Learners Foster Youth Low Income	Literacy Intervention	\$47,162.00				\$47,162.00
1	4	English Learners Foster Youth Low Income	Math Intervention	\$58,191.00				\$58,191.00
1	5	All	Expeditions	\$452,250.00				\$452,250.00
1	6	English Learners Foster Youth Low Income	Habits of Success Program	\$503,948.00			\$130,622.00	\$634,570.00
1	7	English Learners Foster Youth Low Income	College Process Support	\$33,243.00				\$33,243.00
2	1	English Learners Foster Youth Low Income	Common Core Common Assessment Plan	\$45,174.00				\$45,174.00
2	2	English Learners Foster Youth Low Income	Extended School Day	\$122,030.00				\$122,030.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Summit Learning Platform Access and Rostering	\$14,134.00				\$14,134.00
3	1	English Learners Foster Youth Low Income	Community Engagement Team	\$109,284.00				\$109,284.00
3	2	English Learners Foster Youth Low Income	Dean of Culture & Instruction	\$128,563.00				\$128,563.00
3	3	English Learners Foster Youth Low Income	Mentor Meetings and Family Access to Summit Learning Platform	\$39,112.00				\$39,112.00
3	4	English Learners Foster Youth Low Income	Comprehensive Attendance and Absence Program	\$27,893.00				\$27,893.00
3	5	English Learners Foster Youth Low Income	Multi-tiered System of Supports	\$62,364.00				\$62,364.00
3	6	All	Mental and Behavioral Health Supports				\$30,600.00	\$30,600.00
3	7	English Learners Foster Youth Low Income	Parent Organization & Community Events	\$28,853.00				\$28,853.00
3	8	English Learners Foster Youth Low Income	Anti-Bias Anti-Racist (ABAR) Practices and Programming	\$23,453.00				\$23,453.00
3	9	English Learners Foster Youth Low Income	Site Safety	\$9,159.00				\$9,159.00
3	10	All	Data Security	\$41,362.00				\$41,362.00
4	1	English Learners	Reinvesting in English Language Development (ELD) Designated Instruction Block	\$21,720.00				\$21,720.00
4	2	English Learners	Integrated Supports in Core Curriculum	\$13,760.00				\$13,760.00
4	3	English Learners	Training and Ongoing PD for Integrated Supports	\$48,403.00				\$48,403.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	English Learners	Training and Ongoing PD for Teachers of Designated Instruction	\$17,188.00				\$17,188.00
4	5	English Learners	English Language Learner Identification and Notification Procedures	\$10,590.00				\$10,590.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,381,517.00	\$1,512,139.00
<b>LEA-wide Total:</b>	\$1,269,856.00	\$1,400,478.00
<b>Limited Total:</b>	\$111,661.00	\$111,661.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Teacher Support and Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,427.00	\$31,427.00
1	3	Literacy Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,162.00	\$47,162.00
1	4	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,191.00	\$58,191.00
1	6	Habits of Success Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$503,948.00	\$634,570.00
1	7	College Process Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,243.00	\$33,243.00
2	1	Common Core Common Assessment Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,174.00	\$45,174.00
2	2	Extended School Day	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,030.00	\$122,030.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Community Engagement Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,284.00	\$109,284.00
3	2	Dean of Culture & Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,563.00	\$128,563.00
3	3	Mentor Meetings and Family Access to Summit Learning Platform	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,112.00	\$39,112.00
3	4	Comprehensive Attendance and Absence Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,893.00	\$27,893.00
3	5	Multi-tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,364.00	\$62,364.00
3	7	Parent Organization & Community Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,853.00	\$28,853.00
3	8	Anti-Bias Anti-Racist (ABAR) Practices and Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,453.00	\$23,453.00
3	9	Site Safety	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,159.00	\$9,159.00
4	1	Reinvesting in English Language Development (ELD) Designated Instruction Block	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$21,720.00	\$21,720.00
4	2	Integrated Supports in Core Curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,760.00	\$13,760.00
4	3	Training and Ongoing PD for Integrated Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$48,403.00	\$48,403.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	Training and Ongoing PD for Teachers of Designated Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,188.00	\$17,188.00
4	5	English Language Learner Identification and Notification Procedures	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,590.00	\$10,590.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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



# Stakeholder Engagement

## Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.