

**Introduction:**

**LEA: Summit Public School: Tamalpais Contact (Name, Title, Email, Phone Number):** Abbie Ridenour, Executive Director, aridenour@summitps.org , 510-736-0408  
**LCAP Year:** 2016/2017

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

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| <b>Involvement Process</b><br>N/A Our school is new and will open fall 2016. | <b>Impact on LCAP</b><br>N/A Our school is new and will open fall 2016. |
| <b>Annual Update:</b><br>N/A Our school is new and will open fall 2016.      | <b>Annual Update:</b><br>N/A Our school is new and will open fall 2016. |

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

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil's subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

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

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| <b>GOAL 1:</b>                              | All students will graduate college-ready.  | Related State and/or Local Priorities:<br>1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7 <u>X</u><br>8 <u>X</u><br>COE only: 9__ 10__<br>Local : Specify _____ |
| <b>Identified Need :</b>                    | While we are proud that the Summit Public Schools network has a six year college graduation rate at double the national average (55 percent), we want to better prepare our students with the skills, knowledge, and habits needed to be successful in a 4-year college because of the career and life opportunities that a college degree opens.  |   |
| <b>Goal Applies to:</b>                     | Schools:   | All   |
| <b>Goal Applies to:</b>                     | Applicable Pupil Subgroups:  | All   |
| <b>LCAP Year 1: 2016-17</b>                 |  |   |
| <b>Expected Annual Measurable Outcomes:</b> | Basic: Teachers appropriately credentialed: 100%<br>Basic: Pupils with access to standards-aligned instructional materials: 100%<br>Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: 75%<br>Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills: 65%<br>Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: 53%<br>Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: 44%<br>Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Math: 68%<br>Pupil Achievement: Students growing by 1 grade level (+3 RIT) on NWEA MAP Reading: 71%<br>Pupil Achievement: Students admitted to a 4 year college: N/A in 15-16.<br>Pupil Achievement: EL Students reclassified to English Proficient: 13%<br>Pupil Achievement: Average number of years before EL students are reclassified: 1.5 years<br>Pupil Engagement: School absenteeism rate: 4% or lower<br>Pupil Engagement: Chronic absenteeism rate: 10%<br>Pupil Engagement: Middle school dropout rate: 0% |   |



Course Access: Students on-track to fulfill UC A-G course list requirements: 100%

| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
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| <p>Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Summit Public Schools will have 100% of their core subject, college preparatory teachers be state defined highly qualified teachers, or will have expanded recruitment and retention programs to reach that goal in the future. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.</p> | <p>All Schools</p> | <p><u> X </u> ALL</p> <hr/> <p>OR:<br/>           ___ Low Income pupils ___ English Learners<br/>           ___ Foster Youth ___ Redesignated fluent English proficient<br/>           ___ Other Subgroups:(Specify) _____</p> | <p>\$30,017<br/> <u>Funding source:</u><br/>           LCFF Base :<br/>           5000-5999:<br/>           Services And<br/>           Other<br/>           Operating<br/>           Expenditures</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, especially literacy and numeracy.</p> <p>Assessments planned include the following (this list is not exhaustive):<br/>           SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive</p>  | <p>All Schools</p> | <p><u> X </u> ALL</p> <hr/> <p>OR:<br/>           ___ Low Income pupils ___ English Learners<br/>           ___ Foster Youth ___ Redesignated fluent English proficient<br/>           ___ Other Subgroups:(Specify) _____</p> | <p>\$4,446<br/> <u>Funding source:</u><br/>           LCFF Base :<br/>           \$2,646 1000-1999:<br/>           Certificated<br/>           Personnel<br/>           Salaries<br/>           \$1,134 3000-3999<br/>           Certificated</p> |

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| <p>Assessments (ICAs) and Interim Assessment Blocks (IABs)<br/> NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination.<br/> ACT EPAS - College readiness pre-assessment<br/> AAPPL - Spanish proficiency</p>                                   |                    |   | <p>Personnel Benefits<br/> \$666 5000-5999:<br/> Services And Other Operating Expenditures</p>   |
| <p>Summit Reads: Summit Reads is a daily period devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to pull out SPED students to address specific literacy gaps.</p> | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$1,820<br/> Funding source:<br/> LCFF Supplemental and Concentration, LCFF Base :<br/> \$1,274 1000-1999:<br/> Certificated Personnel Salaries<br/> \$546 3000-3999<br/> Certificated Personnel Benefits</p> |
| <p>Summit Solves: Summit Solves is a daily period devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the</p>   | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$10,985<br/> Funding source:<br/> LCFF</p>   |

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| <p>period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to pull out SPED students to address specific numeracy gaps.</p>  |                    |  | <p>Supplemental and Concentration, LCFF Base : \$1,274 1000-1999: Certificated Personnel Salaries \$546 3000-3999 Certificated Personnel Benefits \$9,165 5000-5999: Services And Other Operating Expenditures</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. After school programming will be managed and overseen by the Community Time Teachers.</p> | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$29,829<br/>Funding source: LCFF Supplemental and Concentration, LCFF Base : \$20,881 1000-1999: Certificated</p>  |

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|   |     |  | Personnel Salaries<br>\$8,949 3000-3999<br>Certificated Personnel Benefits  |
| <p>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> </ol> <p>Students have an opportunity to explore college options and learn more about the college experience in their junior year.</p> <ol style="list-style-type: none"> <li>5. Students have an opportunity to obtain support on core academic course work and enhance their learning.</li> </ol> <p>Additionally, the Expeditions will program will be working to integrate themselves into the personalized learning platform to give students a more cohesive experience when transitioning in and out of Expeditions periods.</p> | All | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$92,700<br><u>Funding source:</u><br>LCFF Supplemental and Concentration, LCFF Base : 5000-5999: Services And Other Operating Expenditures |

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| <p>Teacher Support and Professional Development:<br/>The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning.</p> | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>\$34,015<br/>Funding source:<br/>LCFF Supplemental and Concentration, LCFF Base :<br/>\$4,552 1000-1999:<br/>Certificated Personnel Salaries \$1,951 3000-3999<br/>Certificated Personnel Benefits \$27,512 5000-5999:<br/>Services And Other Operating Expenditures</p> |
| <p>Common Core Common Assessment Plan:<br/>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</p>  | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>\$11,596<br/>Funding source:<br/>LCFF Base :<br/>\$8,117 1000-1999:<br/>Certificated Personnel</p>   |

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| <p>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>Salaries<br/>\$3,479 3000-3999<br/>Certificated<br/>Personnel<br/>Benefits</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: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document.</p> <p>2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing</p> | <p>All</p> | <p><u> X </u> ALL<br/>OR:<br/>__Low Income pupils __English Learners<br/>__Foster Youth __Redesignated fluent English proficient<br/>__Other Subgroups: (Specify)_____</p> | <p>\$12,303<br/>Funding<br/>source:<br/>LCFF<br/>Supplementa<br/>l and<br/>Concentratio<br/>n, LCFF<br/>Base : \$0<br/>1000-1999:<br/>Certificated<br/>Personnel<br/>Salaries \$0<br/>3000-3999<br/>Certificated<br/>Personnel<br/>Benefits<br/>\$12,303<br/>5000-5999:</p> |

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| <p>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. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. The Director also works with the College Readiness program.</p> <p>4. 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>Services And Other Operating Expenditures</p>   |
| <p>Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is in the beginning stages of building a cohesive program to help students grow their habits of success.</p>  | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL<br/> OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | <p>\$38,166<br/> Funding source:<br/> LCFF Supplemental and Concentration, LCFF Base :<br/> \$24,208<br/> 1000-1999: Certificated Personnel Salaries</p> |

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|  |             |   | \$10,375<br>3000-3999<br>Certificated<br>Personnel<br>Benefits<br>\$3,583 5000-<br>5999:<br>Services And<br>Other<br>Operating<br>Expenditures  |
| Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken. | All Schools | <u> X </u> ALL  | \$15,452  |
|  |             | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Funding source:<br>LCFF Base :<br>\$2,468 1000-1999:<br>Certificated Personnel Salaries<br>\$1,058 3000-3999<br>Certificated Personnel Benefits<br>\$11,926 2000-2999:<br>Classified Personnel Salaries |
| Summer of Summit: Summer of Summit is a comprehensive program designed to enrich students' summers, to provide an opportunity for  | All Schools | <u> X </u> ALL  | \$4,244   |
|  |             | OR:<br>__Low Income pupils __English Learners   | Funding source:   |



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| <p>struggling students to grow, and to combat the effects of summer learning loss. The program features literacy workshops, numeracy workshops, cognitive skill workshops, and Expeditions challenges, implemented using the same methodologies as the regular school year.</p> | <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify) _____</p> | <p>LCFF Supplemental and Concentration, LCFF Base, Majority of actual program costs funded by private funding : \$2,971 1000-1999: Certificated Personnel Salaries \$1,273 3000-3999 Certificated Personnel Benefits</p> |
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| <p>GOAL 2:</p>           | <p>Parents and faculty are partners in supporting their students and the school.</p>   | <p>Related State and/or Local Priorities:<br/> 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__<br/> COE only: 9__ 10__<br/> Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Research shows that students with involved parents are more likely to: 1) earn higher grades and test scores, 2) pass their classes, 3) attend school regularly, 4) have better social skills, and 5) graduate and go on to post-secondary education. Because of the importance of parents engaging in their student's education, we encourage parents and faculty to be partners in supporting our students and our school. Our parent survey results indicated that we have opportunities to improve in providing paths to parent leadership, communication between parents and teachers, and our parents' understanding of their student's academic experience and how to support their success.</p> |   |

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

**LCAP Year 1: 2016-17**

|                                      |  |
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| Expected Annual Measurable Outcomes: | <p>School Climate: Parents/Families having a family meeting with student’s mentor: 100%</p> <p>School Climate: Parents responding positively to “I feel connected to my student’s school” on parent survey: 85% or higher</p> <p>Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: 60% or higher</p> <p>Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”: 84% or higher</p> <p>Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.”: 81% or higher</p> <p>Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”: 87% or higher</p> <p>Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”: 88% or higher</p> <p>Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”’: 85% or higher</p> <p>Parental Involvement: At least one parent sign up for the Parent Ambassador Institute: Y</p> |
|--------------------------------------|--|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|------------------|--|---|
| Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit’s Chief External Relations Officer to support family engagement and communications. | All Schools      | <input checked="" type="checkbox"/> ALL<br><br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$3,795<br>Funding Source: LCFF Base Exp.Code: 5000-5999: Services And Other Operating Expenditures |
| Parent Events: Throughout the year, we host  | All              | <input checked="" type="checkbox"/> ALL  | \$9,394   |

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| <p>various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching &amp; Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations</p>   |                    | <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify) _____</p>  | <p>Funding Source:<br/> LCFF Base Exp.Code:<br/> \$4,585 1000-1999:<br/> Certificated Personnel Salaries<br/> \$1,965 3000-5399:<br/> Certificated Personnel Benefits<br/> \$2,844 5000-5999:<br/> Services And Other Operating Expenditures</p> |
| <p>Parent PLP &amp; Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records that we will pilot publishing to families.</p> | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$2,030<br/> Funding Source:<br/> LCFF Base Exp.Code:<br/> \$102 1000-1999:<br/> Certificated Personnel Salaries<br/> \$1,885 2000-2999:<br/> Classified</p>  |

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|   |     |  | Personnel Salaries \$44<br>3000-3999:<br>Certificated Personnel Benefits  |
| Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs.  | All | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$6,553<br>Funding Source:<br>LCFF Base Exp.Code:<br>\$4,587 1000-1999:<br>Certificated Personnel Salaries \$1,966 3000-3999:<br>Certificated Personnel Benefits Personnel Salaries |
| Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student | All | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$40,376<br>Funding Source:<br>Exp.Code:<br>\$7,501 1000-1999:<br>Certificated Personnel Salaries   |

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| <p>experience, school &amp; Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders</p> |                    |  | <p>\$4,663 2000-2999:<br/>Classified Personnel Salaries<br/>\$3,215 3000-3999:<br/>Certificated Personnel Benefits<br/>\$24,997<br/>5000-5999:<br/>Services And Other Operating Expenditures</p>          |
| <p>Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.</p>   | <p>All Schools</p> | <p><input checked="" type="checkbox"/> ALL<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$10,503<br/>Funding Source:<br/>LCFF Base Exp.Code:<br/>\$253 1000-1999:<br/>Certificated Personnel Salaries<br/>\$108 3000-3999:<br/>Certificated Personnel Benefits<br/>\$10,142<br/>5000-5999:</p> |

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|  |             |   | Services And Other Operating Expenditures  |
| Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use                       | All Schools | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)_____ | \$300<br>Funding Source: LCFF S+C<br>Exp.Code: 5000-5999: Services And Other Operating Expenditures    |
| Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students  | All Schools | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)_____ | \$3,356<br>Funding Source: LCFF Base<br>Exp.Code: 5000-5999: Services And Other Operating Expenditures |
| Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit. | All         | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)_____ | \$2,288<br>Funding Source: LCFF Base<br>Exp.Code: \$1,602 1000-1999: Certificated Personnel            |

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|   |     |   | Salaries<br>\$686 3000-3999:<br>Certificated Personnel Benefits   |
| Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions | All | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)_____ | \$27,424<br>Funding Source:<br>LCFF Base Exp.Code:<br>\$1,264 1000-1999:<br>Certificated Personnel Salaries<br>\$542 3000-3999:<br>Certificated Personnel Benefits<br>\$25,618<br>5000-5999:<br>Services And Other Operating Expenditures |
| Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices   | All | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)_____ | \$9,510<br>Funding Source:<br>LCFF Base Exp.Code:<br>\$102 1000-  |

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| and communication templates.  |             |   | 1999:<br>Certificated<br>Personnel<br>Salaries \$44<br>3000-3999:<br>Certificated<br>Personnel<br>Benefits<br>\$9,365 5000-<br>5999:<br>Services And<br>Other<br>Operating<br>Expenditures  |
| Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. | All Schools | <u>X</u> ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | \$8,137<br>Funding<br>Source:<br>LCFF Base<br>Exp.Code:<br>\$211 1000-<br>1999:<br>Certificated<br>Personnel<br>Salaries<br>\$1,593 2000-<br>2999:<br>Classified<br>Personnel<br>Salaries \$90<br>3000-3999:<br>Certificated<br>Personnel<br>Benefits |



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|  |             |  | \$6,243 5000-5999:<br>Services And Other Operating Expenditures  |
| Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members. | All Schools | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) _____ | \$3,109<br>Funding Source:<br>LCFF Base Exp.Code:<br>\$464 1000-1999:<br>Certificated Personnel Salaries<br>\$199 3000-3999:<br>Certificated Personnel Benefits<br>\$2,447 5000-5999:<br>Services And Other Operating Expenditures |

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| GOAL 3: | All community members feel safe at school. | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
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| Identified Need :                    | Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.  |  |          |
| Goal Applies to:                     | Schools:  | All  |          |
|                                      | Applicable Pupil Subgroups:   | All  |          |
| <b>LCAP Year 1: 2016-17</b>          |   |  |          |
| Expected Annual Measurable Outcomes: | <p>Basic: Unsafe facilities reports examined and addressed within 1 business day: 100%</p> <p>Basic: Complaints about facilities repairs: 0</p> <p>School Climate: Pupil Suspension Rate: 3%</p> <p>School Climate: Pupil Expulsion Rate: 1%</p> <p>School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey: 90%</p> <p>School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey: 88%</p> <p>School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”: 3.55</p> <p>School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”: 3.9</p> <p>School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “I can usually be myself around other students at this school.”: 4.3 or higher</p> <p>School Climate: Students responding “No” to “During this school year, have other students harassed or bullied you?” on YouthTruth survey: 63%</p> <p>School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey: 90% or higher</p> <p>School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey: 85%</p> <p>School Climate: Information security breaches addressed with 24 hours: 100%</p> <p>School Climate: Required drills completed: 100%</p> <p>Safety Inspection Completed: Y</p> |  |          |
| Actions/Services                     | Scope of  | Pupils to be served within identified scope of service | Budgeted |

|  | Service     |   | Expenditures   |
|--|-------------|---|--|
| <p>Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of restorative justice.</p> | All Schools | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$2,128<br/> Funding Source:<br/> LCFF Base,<br/> LCFF Supplemental and<br/> Concentration Exp. Code:<br/> \$1,490 1000-1999:<br/> Certificated Personnel Salaries<br/> \$638 3000-3999:<br/> Certificated Personnel Benefits<br/> Personnel Salaries</p> |
| <p>Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will</p>   | All Schools | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$412<br/> Funding Source:<br/> LCFF Base<br/> Exp. Code:<br/> \$288 1000-1999:<br/> Certificated Personnel Salaries<br/> \$123 3000-</p>   |

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| <p>help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.</p>   |                        |  | <p>3999:<br/>Certificated<br/>Personnel<br/>Benefits</p>  |
| <p>Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.</p>   | <p>All</p>             | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$848<br/>Funding<br/>Source:<br/>LCFF Base<br/>Exp. Code:<br/>\$594 1000-<br/>1999:<br/>Certificated<br/>Personnel<br/>Salaries<br/>\$255 3000-<br/>3999:<br/>Certificated<br/>Personnel<br/>Benefits</p> |
| <p>Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Cyber Safety on the Technology Team.</p> | <p>All<br/>Schools</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$13,180<br/>Funding<br/>Source:<br/>LCFF Base<br/>Exp. Code:<br/>\$9,226 1000-<br/>1999:<br/>Certificated<br/>Personnel<br/>Salaries<br/>\$3,954 3000-<br/>3999:<br/>Certificated</p>                     |

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|  |             |   | Personnel Benefits  |
| Culture, Habits and Community Teacher: We have recognized a need to build our current Community Time curriculum into a more robust student experience that emphasizes our values of Restorative Justice and Cultural Responsiveness. We will add a new teaching role to campuses that will build capacity to both design and teach a course on Culture, Habits and Community. The Community Teacher will support our students to proactively contribute to a campus that is physically and emotionally safe. The Community Teacher will also provide support for proactive positive culture building among the school community. | All Schools | <input checked="" type="checkbox"/> ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$5,200<br>Funding Source:<br>LCFF Base<br>Exp. Code:<br>\$3,640 1000-1999:<br>Certificated Personnel Salaries<br>\$1,560 3000-3999:<br>Certificated Personnel Benefits |

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

### Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

*No Annual Update to complete because Summit Public School: Tamalpais is a new school that opens in fall 2016.*

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$                     \$60,700                    

Funds will be spent schoolwide on initiatives aimed at increasing parent engagement; improving literacy and numeracy for students; supporting high student access to college; providing more effective and increased opportunities for students to improve Common Core skills and SBAC performance; and supporting students' character development and the overall physical and emotional safety of every individual on campus. Experience and research shows that students recognize when they are being singled out, and any targeted intervention is best done in a fashion that minimizes this stigma. As such, all initiatives are schoolwide, but within all of these initiatives, a significant amount of direct attention is given to unduplicated students, and in some cases, the design of the initiative is meant to allocate resources to free teachers to directly address the needs of unduplicated students in separate classrooms.

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

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

|       |   |
|-------|---|
| 7.80% | % |
|-------|---|

As many of our initiatives provide additional support to unduplicated students as part of their core structure, expansion of the whole initiative will certainly include a growth in the support for unduplicated students. The new Habits, Culture and Community course and Community Teacher role also provides more services for unduplicated students than the general

populace. By and large, our students with the most gaps in their Habits of Success come from low-income families, immigrant families, and non-college-going families - families that do not have the resources to devote to helping their students to grow these habits and college skills at home. The Summit Reads and Summit Solves programs will add Tutors to enable 20-25% of intervention trained Tutors to work with unduplicated students in small group settings, while more generalist Tutors work with the general population in much larger classes. The Tutors will also increase the total number of adults on campus to support students who need additional academic intervention. Lastly, our PD work spends a great deal of focus on intervening with the most struggling students, a group that is unfortunately comprised of mostly unduplicated students.

#### **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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



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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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