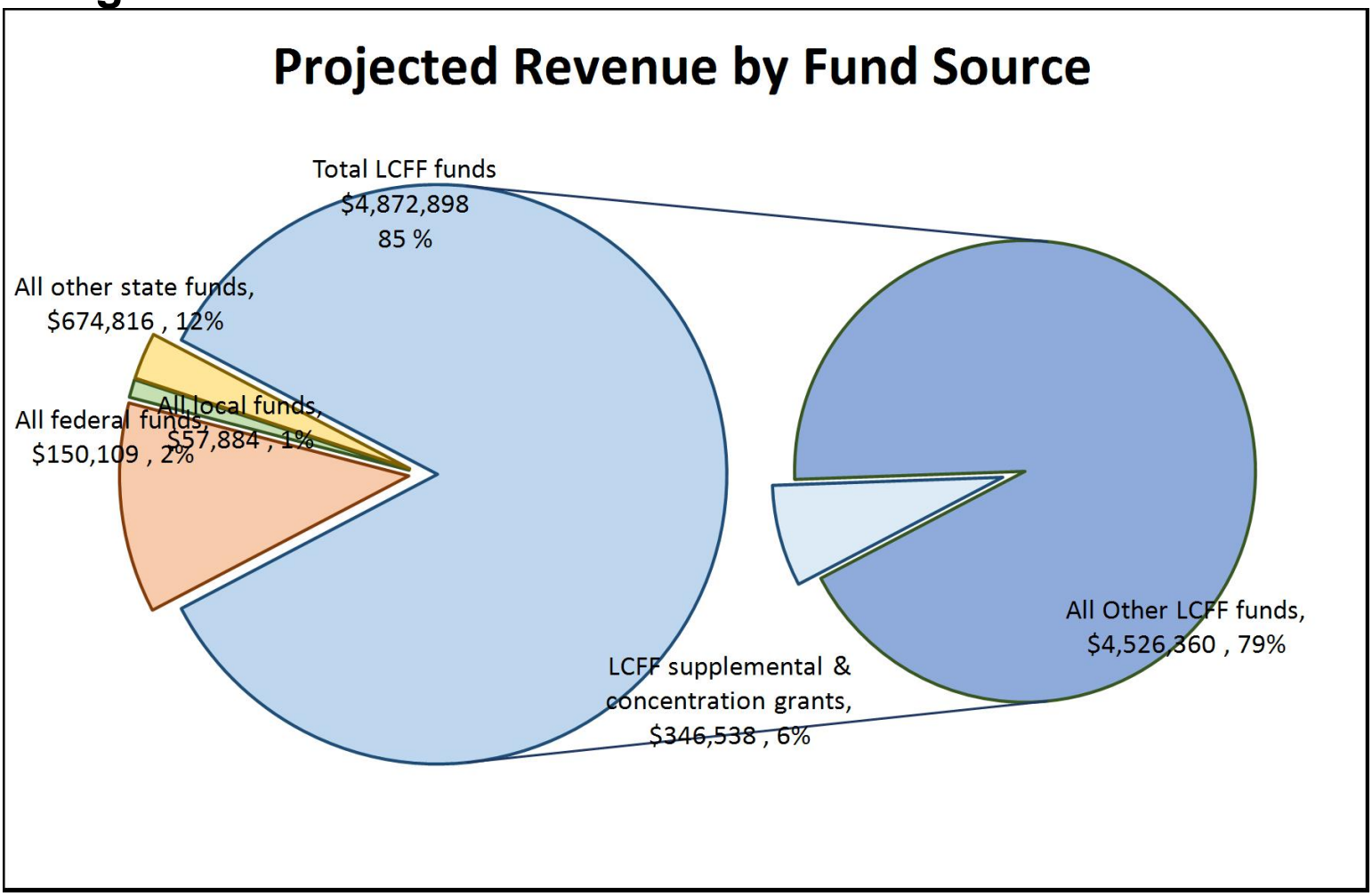
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public School: Tahoma
CDS Code: 43104390123794
School Year: 2025-26
LEA contact information:
Jonathan Stewart
Executive Director

408-729-7415

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

Budget Overview for the 2025-26 School Year

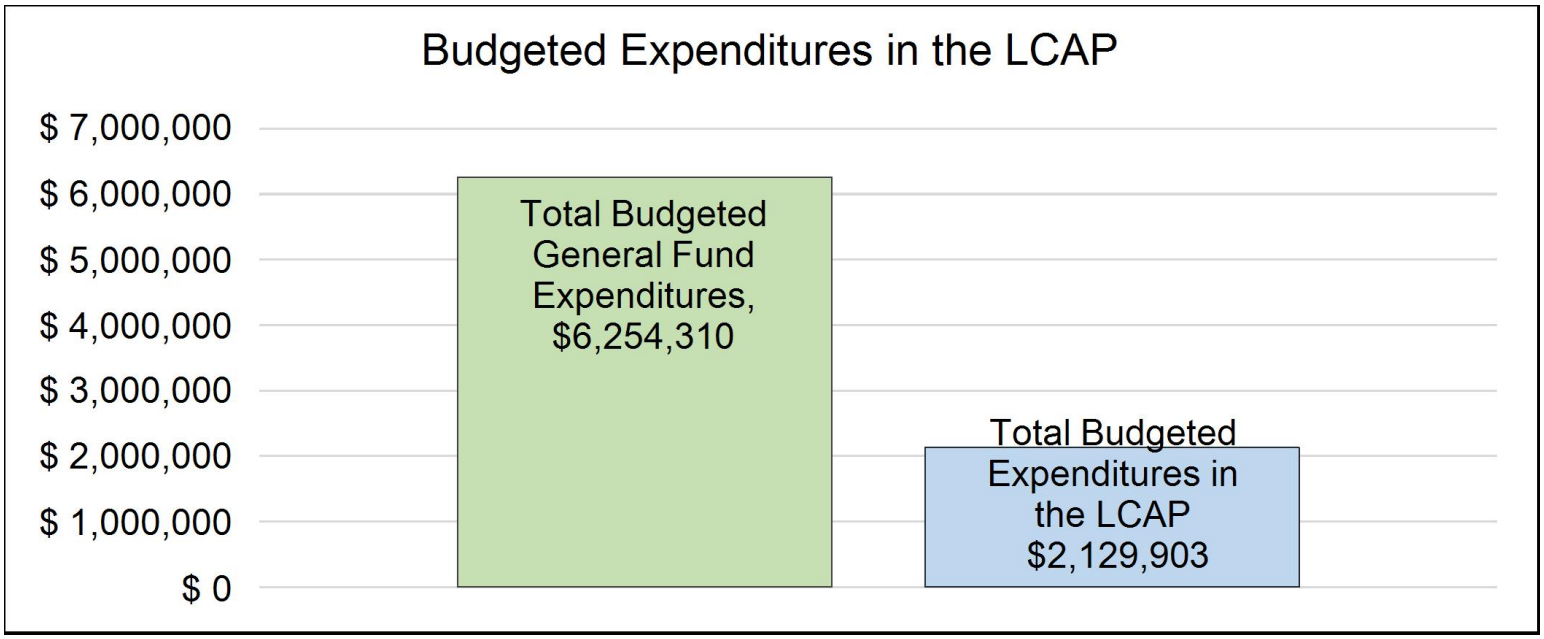


This chart shows the total general purpose revenue Summit Public School: Tahoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Public School: Tahoma is $5,755,707, of which $4,872,898 is Local Control Funding Formula (LCFF), $674,816 is other state funds, $57,884 is local funds, and $150,109 is federal funds. Of the $4,872,898 in LCFF Funds, $346,538 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: Tahoma plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Public School: Tahoma plans to spend $6,254,310 for the 2025-26 school year. Of that amount, $2,129,903 is tied to actions/services in the LCAP and $4,124,407 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

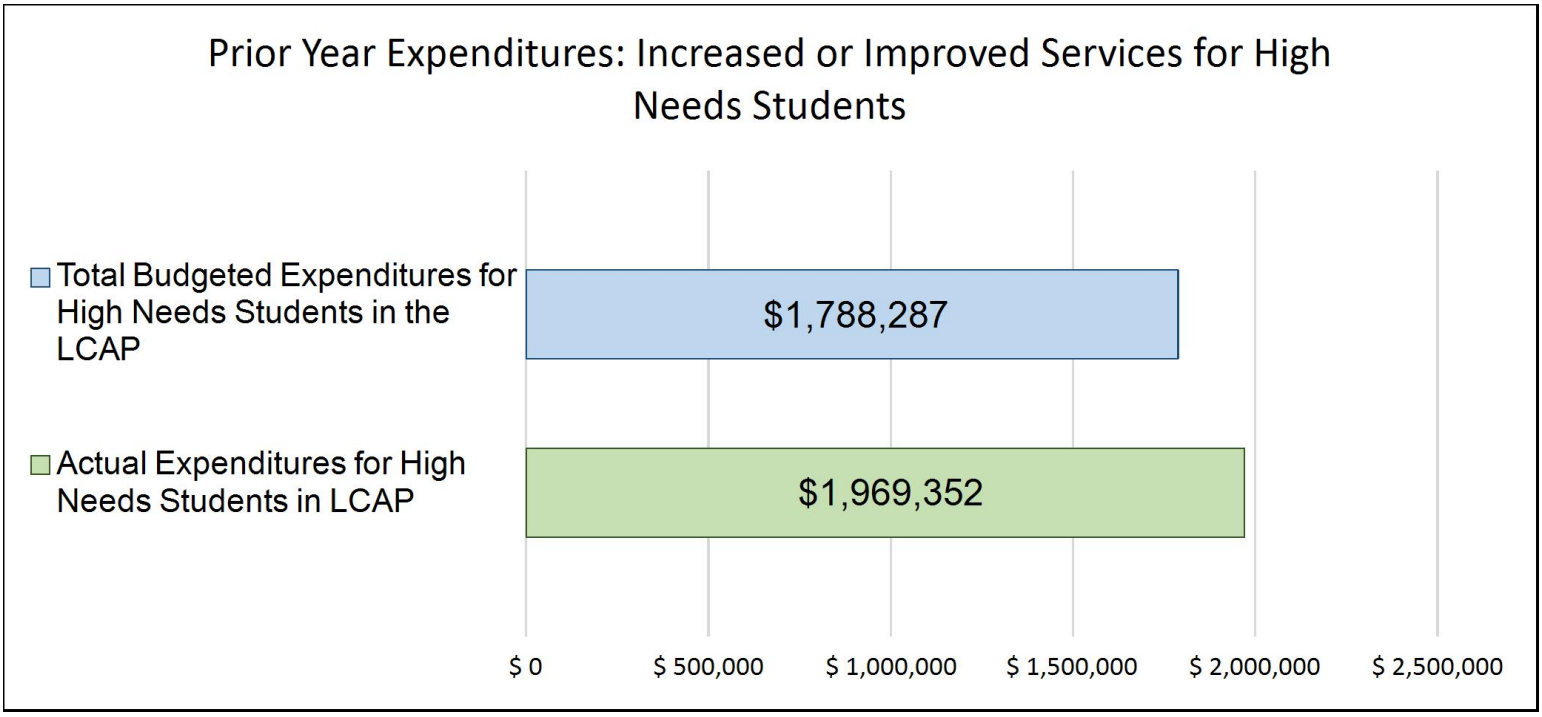
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Summit Public School: Tahoma is projecting it will receive $346,538 based on the enrollment of foster youth, English learner, and low-income students. Summit Public School: Tahoma must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public School: Tahoma plans to spend $1,814,549 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Summit Public School: Tahoma's LCAP budgeted $1,788,287 for planned actions to increase or improve services for high needs students. Summit Public School: Tahoma actually spent $1,969,352 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Summit Tahoma is a member of the Summit Public Schools network: a thriving community of nine schools and one Home Office. The Summit network provides a collaborative environment for each school to innovate and share resources collectively, while benefiting from the agility of a connected organization.

Summit Tahoma serves as a leader in its local community and is committed to maintaining a highly personalized and responsive school environment. To truly deliver on the promise of our mission - to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life - Summit must simultaneously address immediate needs of students, academic outcomes, and long term trends in education. To do this, the Home Office provides robust support systems for projects such as charter renewals, facilities planning, data-responsive teaching practices, legal strategy, and financial organizing. The Home Office is also always available to respond rapidly to school site occurrences that may become deeply time consuming for folks on site. The structure of the Home Office ensures that our school site leadership can focus on what they do best: educating and inspiring young minds.

Summit Public School: Tahoma (Summit Tahoma) opened its doors in fall 2011 to its first class of 100 San Jose students, after being approached in 2009 by students, parents, and community members about opening a Summit-model school in the area. Summit Tahoma graduated its first class in June 2015 and currently serves approximately 314 students in grades 9-12.

In the 2024-25 school year, 30.03% of our students qualify for free or reduced lunch, 7.31% are English learners, and 21.41% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (39.43%), White (23.24%), and Asian (20.89%), with smaller subgroups for two or more races and Black or African American.

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As we reflect on the progress made during the 2024-25 school year, we are guided by our mission to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. This year's Local Control and Accountability Plan (LCAP) reflection offers an opportunity to assess the impact of our actions, celebrate areas of growth, and identify where we must continue to improve to meet the evolving needs of our students, families, and educators. Over the past year, we have seen significant progress in key areas:

- Strong Academic Performance in English Language Arts and Mathematics: Summit Tahoma demonstrated strong academic achievement across both ELA and Mathematics in 2024. In English Language Arts, All Students scored 64.6 points above standard, increasing 13.4 points from the prior year and maintaining a Green performance level. Hispanic students showed notable improvement, increasing 24.1 points to 32.3 points above standard and earning a Blue performance level. In Mathematics, All Students improved by 14.2 points to 7.7 points below standard, moving into a Green performance level. Hispanic students, the only student group to receive a color rating in Math, improved 24.9 points to 70.6 points below standard and earned a Yellow performance level. These gains reflect the positive impact of academic supports and instructional shifts over the past year.
- High Graduation Rate: Summit Tahoma achieved a 97.4% graduation rate overall, increasing by 3.2 percentage points from the prior year and earning a Blue performance level. Both Hispanic students and Socioeconomically Disadvantaged students had especially strong outcomes, each graduating at rates of 100% and 97.9%, respectively—earning Blue performance levels. These results reflect Summit Tahoma's continued success in preparing students for high school completion and beyond.
- Green College and Career Indicator: The school received a Green performance level in College and Career Readiness, with 59.1% of All Students identified as "Prepared." Two student groups received Yellow performance levels with Hispanic students at 51.2% Prepared (maintained from prior year with -.3%) and Socioeconomically Disadvantaged students at 48.9% Prepared (maintained with .4%). This steady performance highlights ongoing efforts to ensure postsecondary readiness for historically underserved students.

While we are proud of the progress made in several key areas, the 2024 California School Dashboard also highlighted important

opportunities for growth. Specifically, our data indicates the need for deeper focus and targeted support in the following areas:

- Suspension Rate Disparities Persist: Although the overall suspension rate remained low at 2% and an increase to a Yellow performance level for All Students, several student groups saw increases and received Orange performance levels, including English Learners who increased 2.7% to 5.9% and White students who increased 0.9% to 2%. Three additional student groups received Yellow ratings including Asian students with 1.3% suspended (increased 1.3%), Hispanic students at 3.5% suspended (maintained), and Socioeconomically Disadvantaged students at 2.3% suspended (maintained). In contrast, Students with Disabilities earned a Green rating with a 0.9% decline to 3.9%, and Students identifying as Two or More Races earned a Blue with 0% suspended. These differences suggest the need to focus on equitable discipline practices and preventative supports, particularly for English Learners and White students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA: Not on Technical Assistance

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.

NA: Not on CSI

Support for Identified Schools

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

NA: Not on CSI

Monitoring and Evaluating Effectiveness

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

NA: Not on CSI

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	In the implementation and progress monitoring of LCAP, we continued to engage with our key educational partners, including teachers, principals, administrators, school personnel, parents, and students. While last year's engagement process focused on establishing our new LCAP goals, actions, and targets aligned to network-wide priorities for the 3-year cycle, this year's engagement centered on reviewing our progress after Year 1, reflecting on our dashboard results, and identifying successes and growth areas as we move into the 2025–26 school year. For this year, we built upon the foundation set in the initial development phase by administering targeted LCAP input surveys to capture a wide range of perspectives from our educational community. These surveys were designed to elicit detailed feedback specifically on the implementation and effectiveness of our current goals and actions. Surveys were administered in the spring, ensuring stakeholders had an opportunity to thoughtfully reflect on the first year of LCAP execution. In addition to the surveys, we conducted direct engagement activities with our School Site Councils (SSC) and caregiver teams. These interactive sessions allowed stakeholders to provide personal feedback, discuss progress made under the LCAP, and share recommendations for maintaining momentum and addressing areas for growth. Based on this feedback, our principals and network leadership reflected on the implementation of our goals and actions and

Educational Partner(s)	Process for Engagement
	identified key takeaways to inform the refinement of our strategies as we head into Year 2. The updated analysis was shared publicly through a public hearing, ensuring continued transparency, community input, and collaboration. This structured engagement process reaffirms our commitment to an inclusive, iterative approach to LCAP development and implementation. It ensures that our efforts remain closely aligned with the aspirations and needs of our educational community, helping drive meaningful improvements across our network.
Families (Caregivers)	Family input was collected through the annual family survey which the school distributed in March via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement. SSC/ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions outlined in the LCAP and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs. We met with our SSC and ELAC in the Fall and Spring
Staff/Admin	Another critical educational partner that provided feedback on LCAP goals, actions, and the needs of the school as they pertain to student outcomes were the school faculty. Throughout the year, faculty participate in Leadership Team meetings and discuss mission critical actions for the school. In May, the school Directors collected additional feedback specific to the reflection of the LCAP goals and actions from faculty.
Students	Student input towards Actions was collected primarily through our student survey which was sent out in the spring of 2025.
SELPA	Our LCAP was sent to our SELPA for review and comment in June.
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our

Educational Partner(s)	Process for Engagement
	LCAP Draft on June 17th with the official approval also taking place on the 17th.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Summit Public Schools engaged a variety of educational partners throughout the development of the LCAP, including families, students, staff, and community members. The insights we received were valuable and informed several updates and refinements to our adopted LCAP.

Our educational partners highlighted several bright spots that we have worked to sustain and strengthen in the 2025-26 LCAP. Families and students expressed appreciation for the increased opportunities for internships and independent study, which align with our commitment to personalized learning and college readiness. The college readiness workshops for families and ongoing mentorship structures were also commended as critical supports, along with our school's proactive and timely communication practices. These areas continue to be prioritized in our goals and actions to maintain a positive school culture and strong school-home partnerships.

Stakeholders also noted that student culture remains strong, as reflected in our low suspension rates and positive student survey results. These findings reinforced our continued investment in social-emotional learning supports and student engagement initiatives under our goal to create a thriving school environment.

Students also shared positive feedback about the continued success of our Exhibitions, which are a key part of the 1.3 College and Career Preparedness action. These events, which showcase learning from Expeditions and projects, offer students opportunities to develop agency, present their thinking, and connect their schoolwork to future aspirations. The sense of pride and ownership students expressed in sharing their work with peers, families, and community members reflects the strength of our real-world, passion-driven programming and our commitment to building student social capital through Habits of Success.

Feedback also surfaced two key opportunities for improvement: (1) increasing support for our Multi-Language Learners (MLLs), and (2) improving the user experience of our Learning Management System (LMS). In response, the LCAP includes an enhanced focus on the 1.2 Student Support Block, which is designed to provide targeted, data-driven interventions, including Designated ELD support and adaptive interventions through IXL. These efforts are supported by continued investment in actions 1.8–1.11, which include the use of English 3D curriculum, professional development for ELD teachers, improved identification and reclassification processes, and targeted supports for Long-Term English Learners (LTELs).

Additionally, we are strengthening Action 1.7 around LMS Access and Rostering by refining support systems for staff and families. This includes platform updates, rostering improvements, and increased training and communication to help users navigate the system more effectively.

Overall, educational partner feedback reinforced existing priorities and helped us clarify our commitments to equitable student outcomes, strong communication, and responsive, data-informed supports for our most significant student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment.	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

Our LCAP Goal 1, which states that "All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment," was crafted with a clear and intentional focus based on extensive feedback from our educational partner groups and a deep analysis of our organizational priorities and data.
Throughout our engagement process, we heard from many educational partner groups the importance of aligning our new LCAP with the organization's mission: "To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life." This goal encapsulates our commitment to this mission, ensuring that our students are equipped not only with academic knowledge but also with the practical skills and purposeful habits needed for economic empowerment and future success. Additionally, this goal aligns seamlessly with the organization’s updated priorities and initiatives, reinforcing our strategic focus on preparing students for life beyond Summit.
Feedback from our stakeholders emphasized the need for greater rigor in our instructional practices. This goal addresses that need by focusing on ensuring all students receive a rigorous curriculum. By emphasizing high-quality, challenging instruction, we aim to elevate the academic experience and outcomes for every student, preparing them more effectively for college, careers, and economic independence.
Goal 1 serves as a broad, inclusive objective to achieve improved outcomes in English Language Arts (ELA) and Math, as well as college and career preparedness for all students. While it is comprehensive, it also pays specific attention to our significant student groups, ensuring that our actions and resources are targeted where they are most needed. This broad goal reflects our commitment to equity, ensuring that every student, regardless of their background, has the opportunity to succeed.

Lastly, our data on the California School Dashboard underscores the necessity of this goal. The metrics for ELA and Math indicate areas where we must maintain our current growth and strive for improvement as outlined by our data below:

SBAC ELA:

All: 51.2 pts above (Green)
Hispanic: 8.2 pts above (Yellow)

SBAC Math:
All: 21.9 pts below (Green)
Hispanic: 95.5 pts below (Orange)

By focusing on developing the skills, knowledge, habits, and sense of purpose necessary for economic empowerment, we aim to address these critical areas, driving better outcomes and closing achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduates admitted to a 2-year or 4-year college Data Source: Internal Calculations	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%		Maintain 85% and above for all student groups	Year 1 outcome is baseline
1.2	Priority 5 - Pupil Engagement: High school graduation rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: 94.3% (Green) Hispanic: 94.4% (Yellow) SED: 94.3% (Green)	2024 Dashboard All: 97.4% (Blue) Hispanic: 100% (Blue) SED: 97.9% (Blue)		95% or above	All: +3.1% Hispanic: +5.6% SED: +3.6%
1.3	Priority 1 - Basic: Pupils with access to standards-aligned instructional materials Data Source: School Accountability Report Card (SARC)	23-24: 100%	24-25: 100%		100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-reflection) Average rating on scale of 1-5 Data Source: Local Indicator Self Reflection Survey	100% Implementation of State Standards	100% Implementation of State Standards		100% Implementation of State Standards	No difference
1.5	Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year Data Source: Internal Calculations	23-24: 100%	24-25: 100%		100%	No difference
1.6	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in ELA Data Source: Summative SBAC	2023 CA School Dashboard: All: 51.2 pts above (Green) Hispanic: 8.2 pts above (Yellow)	2024 Dashboard All: 64.6 pts above (Green) Hispanic: 32.3 pts above (Blue)		All: 70.6 pts above Hispanic: 38.3 pts above	All: +13.4 pts Hispanic: +24.1 pts
1.7	Priority 4 - Pupil Achievement: Students on-track for college and career readiness in English, as demonstrated by	% Prepared and Prepared with Extra Support All: 95% Asian: 94%	SY 24-25 % Prepared and Prepared with Extra Support All: 93% Asian: 96%		All: 96% Asian: 95% Black/African American: 100% Hispanic: 95% EL: 91%	All: -2% Asian: +2% Black/African American: NA Hispanic: -3% EL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Data Source: Internal rubric-based assessment	Black/African American: 100% Hispanic: 94% EL: 88% SED: 90% SWD: 91%	Black/African American: * Hispanic: 91% EL: * SED: 91% SWD: 88%		SED: 91% SWD: 92%	SED: +1% SWD: -3%
1.8	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in Math Data Source: Summative SBAC	2023 CA School Dashboard: All: 21.9 pts below (Green) Hispanic: 95.5 pts below (Orange)	2024 Dashboard All: 7.7 pts below (Green) Hispanic: 70.6 pts below (Yellow)		All: 1.7 pts below Hispanic: 64.6 pts below	All: +14.2 pts Hispanic: +24.9 pts
1.9	Priority 4 - Pupil Achievement: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	% Prepared and Prepared with Extra Support All: 99% Asian: 100% Black/African American: 91% Hispanic: 96% EL: 96% SED: 90% SWD: 99%	SY 24-25 % Prepared and Prepared with Extra Support All: 96% Asian: 96% Black/African American: * Hispanic: 96% EL: * SED: 97% SWD: 97%		All: Maintain 95% or higher Asian: Maintain 95% or higher Black/African American: 92% Hispanic: Maintain 95% or higher EL: Maintain 95% or higher SED: 91% SWD: Maintain 95% or higher	All: -3% Asian: -4% Black/African American: NA Hispanic: 0% EL: NA SED: +7% SWD: -2%
1.10	Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher	All: 37% Asian: 38% Hispanic: 28% EL: 9%	SY 23-24: All: 45% Asian: 56% Hispanic: 35%		All: 42% Asian: 43% Hispanic: 33% EL: 14%	All: +8% Asian: +18% Hispanic: +7% EL: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: AP Exam Pass Rate	SED: 28% SWD: 20%	SED: 41%		SED: 33% SWD: 25%	SED: +13% SWD: NA
1.11	Priority 4 - Pupil Achievement: Graduates not requiring remediation based on Early Assessment Program Data Source: Summative SBAC	2022-2023 SBAC: SBAC 22-23 ELA: 65.34% Met or Exceeded Math: 45.95% Met or Exceeded	SBAC 23-24 ELA: 74.49% Met or Exceeded Math: 48.98% Met or Exceeded		ELA: 71.34% Met or Exceeded Math: 51.95% Met or Exceeded	ELA: +9.15% Math: +3.03%
1.12	Priority 4 - Pupil Achievement:Graduates who are college or career ready Data Source: CA School Dashboard	2023 CA School Dashboard: 60.5% (High)	2024 Dashboard All: 59.1% Prepared (Green) Hispanic: 51.2% Prepared (Yellow) SED: 48.9% Prepared (Yellow)		63.5% (High)	-1.4%
1.13	Priority 7 - Course Access: Students meeting UC/CSU A-G requirements (excluding students with modified graduation requirements in an IEP) Data Source: CA School Dashboard Additional Reports	2023: 87.4% A-G Completion	2024 Dashboard: 96.6%		90%	+9.2%
1.14	Priority 4 - Pupil Achievement: ELLs making progress in	2023 CA School Dashboard: 29.6% Making Progress	2024 Dashboard: 49.7% Making progress		35.6% Making Progress	+20.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English proficiency year-over-year Data Source: CA School Dashboard					
1.15	Priority 4 - Pupil Achievement: English Learner reclassification rate Data Source: Internal Calculations	EOY 2022 - 2023 Data: 19.4%	Data TBD		15% or higher	NA

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Summit Public Schools successfully implemented the full set of actions outlined under Goal 1: to ensure all students develop the skills, knowledge, habits, and sense of purpose necessary to attain economic empowerment. The year marked the launch of our three-year LCAP cycle, and this initial year laid a solid foundation for advancing Summit's academic priorities—focused on teacher development, data-driven intervention, college and career readiness, and targeted supports for significant student groups including English Learners and Students with Disabilities.

Professional development and teacher support were implemented across all sites, including regular PD time, mentorship for new teachers, and leadership coaching. While implementation remained aligned to our plan, one area for improvement was the degree to which professional learning was consistently data-driven. Although monthly data cycles were held with Executive Directors, broader use of these insights to shape school-level PD could be strengthened going forward.

The student support block proved to be a powerful structure for delivering targeted interventions during the school day. Through integrated tools and daily-updated data dashboards, schools delivered small-group interventions in Math and ELA, Learning Centers for Students with Disabilities, and Designated ELD instruction. Notably, the ELD support became increasingly differentiated, with students in greater need receiving more intensive services—a strong example of data-informed, equitable intervention.

Summit also advanced its work in postsecondary preparation. Through the Expeditions program, students explored passions, engaged in community-based internships, and built habits of success. While the planned hiring of a Senior Director of Concrete Next Steps was adjusted to a Director of Postsecondary Pathways, the work continued to expand. Summit maintained over 40 career-connected learning partners, though the quality and consistency of those experiences remain an area for continued refinement. In college advising, mentors and school leaders continued to provide personalized support, and additional leadership resources strengthened system-wide alignment around postsecondary goals.

In terms of Tier 1 investment and curriculum alignment, Summit made notable progress—particularly with the adoption of OpenSciEd for middle school science, now set for full implementation in Fall 2025. Investments in adaptive math tools also enhanced Tier 1 instruction, providing more responsive support for students across campuses.

The implementation of a new Learning Management System (LMS) supported more streamlined grading and assessment practices and aligned with the common assessment plan grounded in Common Core standards. While this transition was a success overall, some challenges emerged: access to timely student feedback slowed as teachers adjusted to the new system, and some families faced limited mobile access to the platform.

Finally, Summit deepened its investment in supporting English Learners through both integrated and designated ELD instruction. The English 3D curriculum, coupled with increased training for all teachers and targeted PD for designated ELD instructors, strengthened our ability to differentiate instruction and support language acquisition. Site teams also successfully led identification, ELPAC testing, and reclassification processes. Tools to monitor Long-Term English Learners and plan interventions further ensured our EL students received prioritized, data-informed support.

Taken together, the actions under Goal 1 were implemented as planned, with early successes in targeted academic intervention, curriculum alignment, and student support systems. As we move into the second year of the LCAP cycle, Summit is well-positioned to build on this momentum by refining systems to better integrate data into instructional practice, enhance the quality of career-connected learning, and address platform access challenges that affect student and family experience.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Summit’s suite of actions under Goal 1 has demonstrated meaningful progress toward the goal of ensuring that all students develop the skills, knowledge, habits, and sense of purpose necessary to attain economic empowerment. These actions were largely effective, particularly in supporting graduation rates and maintaining high standards for curriculum and instructional access. The Graduation Rate indicator on the CA Dashboard is rated Blue, with a graduation rate of 97.4% for all students—a testament to the strength of supports like the

student mentoring program, college readiness programming, the Habits of Success curriculum, and consistent postsecondary advising. This success is further reinforced by 96.6% A–G completion rate, indicating that the majority of students graduate college-eligible.

Additionally, 100% of students have continued to maintain access to standards-aligned instructional materials, and 100% of teachers are implementing academic content in alignment with the Common Core, contributing to a foundation of academic consistency and equity. The Common Core assessment plan and associated professional development efforts support teacher efficacy in delivering rigorous content, contributing to this consistent instructional quality.

In English Language Arts (ELA), Tahoma performed at a Green level, achieving 64.6 points above standard and showing significant growth (+13.4 points). Similarly, in Mathematics, the school maintained a Green status, improving by +14.2 points to nearly meet the standard (7.7 points below). These results highlight the effectiveness of actions such as consistent professional development, common core assessment planning, adaptive instructional tools (like IXL), and expanded academic supports during Student Support Blocks.

In College and Career Readiness, Tahoma also achieved a Green rating, with 59.1% of students categorized as prepared—although this indicator saw a slight decline of 1.3 percentage points. Continued investment in Expeditions, internships, and college counseling—bolstered by the leadership of the Director of Postsecondary Pathways—remains vital to advancing this metric further.

Progress among English Learners also shows positive momentum. Although the English Learner Progress Indicator (ELPI) does not have an assigned color due to sample size, Tahoma saw 46.7% of EL students making progress toward English proficiency—a 17% increase over the prior year. This improvement reflects the growing impact of investments in Integrated and Designated ELD supports, partnerships like English 3D curriculum, and targeted professional development for teachers working with multilingual learners.

However, while Tahoma's overall academic and postsecondary outcomes are strong, the data reveal targeted areas for continued focus. The Mathematics scores for Hispanic students remain in the Yellow performance band, 70.6 points below standard despite a nearly 25-point gain from the previous year. Similarly, Socioeconomically Disadvantaged students remain behind in math outcomes even as they show steady improvement. These data reinforce the need to deepen Tier 1 math instruction, expand adaptive math intervention tools, and provide differentiated supports particularly for significant student groups.

Additionally, while English Learner progress has improved, the reclassification rates and academic performance levels for Long-Term English Learners (LTELs) still show opportunity for stronger support. Continued investments in strengthening designated ELD time, refining Integrated ELD strategies in core instruction, and improving formative assessment practices for ELs will be critical to accelerating growth.

In summary, Summit Tahoma has made substantial progress toward Goal 1, as evidenced by strong graduation rates, academic gains in ELA and math, and steady college and career preparation outcomes. Continued emphasis on math achievement for historically underserved student groups and further refinement of EL supports will ensure the school continues on a trajectory toward closing achievement gaps and achieving educational equity.

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

As Summit enters Year 2 of its 3-year LCAP cycle, we are making minor refinements to Goal 1 actions and metrics to more accurately reflect the work happening across our schools and to incorporate feedback and analysis from the first year of implementation. Overall, we will maintain the Goal 1 language, associated metrics, and targets, as they remain strongly aligned to our network priorities and have supported meaningful progress toward student success.

Specifically, we are updating the description of Action 1.3 to more precisely reflect the structure of the Expeditions program. The language will now describe Expeditions as "a 6- to 7-week program, split into 2-week immersive cycles," ensuring consistency with the program's operational model. In addition, under Action 1.3, we are removing references to the "Senior Director of Concrete Next Steps" position, which was not filled, and replacing it with the "Director of Postsecondary Pathways" to align with the current leadership structure that supports students' college and career preparation.

Additionally, we are updating Goal 1 metrics to more closely reflect our mission of preparing all students for economic empowerment and success in a meaningful next step after high school. By shifting from tracking only "students admitted to a 4-year college" to "graduates admitted to a 2-year or 4-year college," we recognize and value diverse postsecondary pathways that align with students' individual goals, including community college as a viable and empowering option.

We are also making a minor update to Action 1.7 to reflect the term "Learning Management System (LMS)," which better aligns with current terminology and more accurately describes the platform we use for student academic engagement, assessment, and progress monitoring.

Aside from these targeted adjustments to action descriptions, no substantive changes are being made to the Goal 1 actions, metrics, or intended outcomes. These refinements will help sharpen the alignment between practice and plan as we move into the 2025–26 school year, ensuring continued momentum in preparing all Summit students for economic empowerment and postsecondary success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Support and Professional Development:	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. The Chief Academic Officer and other strategic partners	$134,712.56	Yes

Action #	Title	Description	Total Funds	Contributing
		provide coaching and technical training to support school Directors and Deans in their roles as instructional leaders. Collaborate with education industry experts to curate a dynamic PD toolkit, enabling economies of scale and resource pooling for cost-effective professional development. This centralized resource collection will empower Executive Directors and instructional leaders to select tailored, evidence-based strategies and training that directly address the unique needs of Summit's diverse student groups. This approach not only supports the professional growth of our teachers but also directly contributes to improved academic outcomes for all student groups by ensuring that instructors are well-equipped to address their unique challenges and potentials.		
1.2	Student Support Block	Student Support Block: The support block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. This strategic period focuses on identifying and addressing the priority needs of students, particularly significant student groups, to foster their academic growth. During this time, specific activities are conducted: • Learning Centers for SWD (Students with Disabilities): These centers offer specialized support to meet the unique learning needs of students with disabilities. • ELD (English Language Development) Designated: Targeted English language support is provided to help English Learners master language skills. • Adaptive Interventions through IXL: Middle school students, and a select number of high school students, receive adaptive math and literacy interventions. While high schools primarily focus on math, with Tam and Everest schools leading this initiative, the aim is to expand the use of IXL as a comprehensive intervention tool across all high schools. • Data Analysis Tools: These tools assist teachers in grade-level meetings to identify the specific interventions needed for each	$159,174.56	Yes

Action #	Title	Description	Total Funds	Contributing
		student. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, this tool helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP and/or EL status. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning. This comprehensive approach within the support block aims to provide additional, focused support to our significant student groups, leveraging structured interventions and real-time data to enhance the educational outcomes for all students involved.		
1.3	College and Career Preparedness	College and Career Preparedness: Expeditions is a 6 to 7 week program, split into 2-week immersive cycles where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes: 1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via Career Exploration Opportunities and through Internships as they explore their passions towards their Concrete Next Step 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course and study trip to colleges every year. Habits of Success Program: Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a	$796,335.36	Yes

Action #	Title	Description	Total Funds	Contributing
		cohesive program, integrated throughout project work, self-directed learning time, and mentorship to help students continually develop their habits of success. Summit is building student social capital and agency to empower students to take control of their educational and career journeys, making informed decisions that align with their goals and values, thus fostering a sense of agency. College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstances. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the habits of success program, college and application process. 2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. Director of Post Secondary Pathways: The Director and other strategic partners will serve as the experts on the college application 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. They also works closely with the Deans of Expeditions on sites to support students on their Concrete Next Steps.. Additionally, this team ensures students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The primary focus is on supporting students who are the first in their families to attend college, enhancing postsecondary outcomes by engaging with alumni to refine educational programs for current students. This effort involves the development of systems that are managed across		

Action #	Title	Description	Total Funds	Contributing
		various schools. Additionally, work includes collaboration in the Expeditions program to help students align their passions with their career paths and build their social capital		
1.4	Tier 1 Investment	Tier 1 Investment: In response to the identified needs of our significant student groups), we commit to a Tier 1 investment strategy focused on systemic enhancements in instructional support and curriculum alignment. This action involves a multi-faceted approach designed to directly impact all students, with a particular emphasis on our significant student groups, ensuring equitable access to high-quality, rigorous, and Common Core-aligned educational materials and teaching strategies. Adaptive Software Math Integration: We will leverage supplemental intervention math tools specifically tailored to support our significant student groups. This adaptive learning platform will provide personalized learning experiences to address individual student needs, thereby enhancing our Tier 1 math instruction. Curriculum Adoption and Adjustment: As part of Summit's ongoing continuous improvement cadence involving key educational partners, including teachers, administrators, and parents, we will conduct a deep analysis of our current instructional materials rooted. This process will ensure that our curriculum is aligned with the Common Core standards and rooted in our Summit instructional mode, whil addressesing the specific learning needs and cultural backgrounds of our significant student groups. Adjustments will be made to our existing curriculum based on a set of metrics and measures established through our continuous improvement process to elevate rigor and relevance across all content areas. Engagement of External Partners: To provide real-time, expert-level instructional support, we will enlist external partners with a specialized focus on effective teaching strategies and coaching development. These partners will work closely with our team to provide immediate support and build long-term instructional capacity. The goal is to ensure sustained	$29,020.28	Yes

Action #	Title	Description	Total Funds	Contributing
		improvement in instructional quality and student outcomes even after the partnership concludes.		
1.5	Common Core Assessment Plan	Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned learning 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	$45,754.32	Yes
1.6	Extended Academic Engagement	Extended Academic Engagement: All school work is completed through integrated platforms to support student access and success. 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.	$111,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Summit Learning Platform Access and Rostering	Learning Management System(LMS) Access and Rostering: Summit's Data Team provides essential support to school leaders in managing the scheduling process and maintaining updated rosters on the LMS. This platform is integral for teachers to assign and grade projects, track student progress, and administer content assessments. To ensure ongoing effectiveness and adaptability, we will implement a continuous improvement strategy focused on enhancing platform access and functionality. This strategy includes regular updates, feedback loops with users to identify areas for enhancement, and adaptive measures to meet evolving educational needs and technology standards, ensuring that the platform remains a robust and responsive educational tool.	$24,940.00	No
1.8	Integrated and Designated English Language Development Support and Investment	Summit is continuing to invest in differentiated materials in the base curriculum across courses to ensure that English Learners are able to effectively access the curriculum. For SY 24-25, we will continue to partner with Houghton Mifflin and their English 3D curriculum to provide additional curricular support and training. All teachers will leverage these resources and responsively apply a set of strategies to support ELs based on students' levels in the four domains of speaking, reading, writing, and listening. Beyond the supports provided for English Learners in all courses through integrated instruction, Summit will enhance our investment 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.	$85,233.00	Yes
1.9	English Learner Development Training and	Integrated Training and PD: 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	$43,201.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Professional Development	happen during dedicated teacher PD time in August and February, as well as ongoing opportunities for PD during Expeditions PD weeks and/or leadership team meetings. Designated Training and PD: Teachers of the ELD Designated Instruction Block will also receive supplemental 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.		
1.10	English Language Learner Identification and Notification Procedures:	English Language Learner Identification and Notification Procedures: The site Red Team 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 Site Red Teams with training on effectively managing all of these processes and by providing CALPADS and testing management services.	$2,843.00	Yes
1.11	Long-Term English Learners Support and Intervention	Implement data analysis tools that assist teachers in grade-level meetings to identify the specific interventions needed for each Long-Term English learner. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, our tools helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning.	$16,440.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Summit maintains a joyful school environment that enables students' physical and emotional wellbeing.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was crafted with a deliberate focus on addressing the critical needs identified through data analysis and stakeholder feedback. Our suspension and chronic absenteeism data clearly reflect the ongoing need for a goal centered on student joy and safety. These metrics indicate that despite various efforts, suspension rates and chronic absenteeism remain areas of concern. The lingering effects of the pandemic have exacerbated these issues, significantly impacting students' physical and emotional safety. Many students continue to struggle with the aftershocks of the pandemic, which manifests in increased behavioral issues and absenteeism. By focusing on creating a joyful and safe school environment, we aim to address these challenges head-on, fostering a space where students feel secure, valued, and engaged.Chronic Absenteeism: - All: 19%- Asian: 12%- Hispanic: 26%- White: 15%- Is ELL: 13%- Is SED: 29%- Has IEP: 19%Suspension Rates: - All: 2.1% (Orange)- EL: 3.2% (Orange)- Hispanic: 3.5% (Orange)- Two or More Races: 2.3% (Orange)- SWD: 4.8% Orange- SED: 2.1% (Green)- White: 1.1% (Green)- Asian: 0% (Blue) Throughout our LCAP cycle engagement, additional attendance support emerged as a recurrent theme from our educational partners. Stakeholders emphasized the importance of implementing strategies to improve attendance and reduce absenteeism. A joyful school environment that prioritizes students' wellbeing is crucial in achieving this goal. When students feel happy, supported, and safe, they are more likely to attend school regularly and engage positively with their education. This goal aligns with our commitment to responding to the needs of our community, ensuring that our strategies are informed by those who are directly impacted.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5 - Pupil Engagement: Average Daily Attendance (ADA) Data Source: Internal calculations	As of May 1, 2024 All: 92% Asian: 95% Hispanic: 91% White: 91% Is ELL: 92%	SY 24-25: All: 92.85% Asian: 94.89% Hispanic: 91.01% White: 93.48% Is ELL: NA		93% for all student groups	All: +0.85% Asian: +0.89% Hispanic: +1.94% White: +2% EL: +0.41% SED: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Is SED: 91% Has IEP: 91%	Is SED: 91.41% Has IEP: 91.58%			Has IEP: +0.58%
2.2	Priority 5 - Pupil Engagement: Chronic Absenteeism Rate Data Source: CA School Dashboard/Internal Calculations	SY 23-24: As of May 1, 2024 All: 19% Asian: 12% Hispanic: 26% White: 15% Is ELL: 13% Is SED: 29% Has IEP: 19%	SY 24-25: All: 21.81% Asian: 11.54% Hispanic: 31.51% White: 19.1% Is ELL: NA Is SED: 30.43% Has IEP: 27.85%		All: 16% Asian: Maintain 12% or below Hispanic: 21% White: Maintan 15% or below Is ELL: Maintain 13% or below Is SED: 24% Has IEP: 16%	(negative values indicate improvement) All: +2.81% Asian: +1.49% Hispanic: -0.06% White: +1.11% EL: NA SED: +1.43% Has IEP: -1.15%
2.3	Priority 6 - School Climate: Suspension Rate Data Source: CA School Dashboard	2023: CA School Dashboard All: 2.1% (Orange) EL: 3.2% (Orange) Hispanic: 3.5% (Orange) Two or More Races: 2.3% (Orange) SWD: 4.8% Orange SED: 2.1% (Green) White: 1.1% (Green) Asian: 0% (Blue)	2024 Dashboard All: 2% (Yellow) EL: 5.9% (Orange) Hispanic: 3.5% (Yellow) Two or More Races: 0% (Blue) SWD: 3.9% (Green) SED: 2.3% (Yellow) White: 2% (Orange) Asian: 1.3% (Yellow)		3% or less for all student groups (Green or Blue)	All: -.1% EL: +2.7% Hispanic: NA Two or More Races: -2.3% SWD: -.9% SED: +0.2% Asian: +1.3%
2.4	Priority 6 - School Climate: Expulsion Rate Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0% for all significant student groups		Maintain less than 2%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Priority 5 - Pupil Engagement: High school dropout rate Data Source: Internal Calculations	SY 23-24: 0%	SY 23-24 CDE Dataquest: .9%		Maintain less than 2%	+.9%
2.6	Priority 6 - School Climate: Students responding positively to “There is at least one adult at my school that I trust" Data Source: Internal Survey	SY 23-24: All students: 89% Hispanic or Latino students: 89% Asian students: 96% White students: 87% 2 or More Races: 87% English Learners: 92% Socioeconomically Disadvantaged students: 86% Students with disabilities: 90%	SY 24-25 All: 88.18% Hispanic: 85.47% Asian: 86.67% White: 93.82% 2 or More: 93.21% EL: 73.69% SED: 85.27% SWD: 87.3%		Maintain 80% or higher for all student groups	All students: -0.82% Hispanic or Latino students: -3.53% Asian students: -9.33% White students: +6.82% 2 or More Races: +6.21% English Learners: -18.31% SED: -0.73% SWD: -2.7%
2.7	Priority 6 - School Climate: Students responding positively to “I feel Physical safe at school” on student survey Data Source: Internal Survey	SY 23-24: All: 91% Hispanic: 90% Asian: 93% White: 90% 2 or More Races: 92% SED: 90% SWD: 86% EL: 92%	SY 24-25 All: 90.31% Hispanic: 88.89% Asian: 86.67% White: 95.06% 2 or More: 94.28% EL: 100% SED: 90.52% SWD: 87.3%		Maintain 80% or higher for all student groups	All: -0.69% Hispanic: -1.11% Asian: -6.33% White: +5.06% 2+ Races: +2.28% EL: +8.00% SED: +0.52% SWD: +1.3%
2.8	Priority 6 - School Climate: Students responding positively to “I feel emotionally safe at	SY 23-24: All: 86% Hispanic: 88% Asian: 87% White: 79%	SY 24-25 All: 85.75% Hispanic: 85.47% Asian: 88% White: 80.24%		Maintain 80% or higher for all student groups	All: -0.25% Hispanic: -2.53% Asian: +1.00% White: +1.24% 2+ Races: +5.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school" on student survey Data Source: Internal Survey	2 or More Races: 86% SED: 90% SWD: 81% EL: 96%	2 or More: 91.43% EL: 89.48% SED: 82.1% SWD: 82.54%			EL: -6.52% SED: -7.9% SWD: +1.54%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Summit's implementation of Goal 2 actions across all school sites has remained largely consistent with the original plan, with no substantive changes to the scope or structure of the actions. The initiatives under this goal—focused on school culture, mental health and behavior supports, attendance, DEIB, and safety—have been rolled out as envisioned. However, the experience of implementation has surfaced both key successes and some challenges, particularly in the areas of mental health services and deeper family engagement around attendance.

The expansion of our Multi-Tiered System of Supports (MTSS) and mental and behavioral health services (Action 2.1) has been a major success. We continued partnerships with mental health providers and deployed site-based counselors who offer both individual and group services. Our mental health referral, intake, and progress monitoring systems are in place and functioning well, helping to identify students in need and guide them through tiered support structures. However, while Tier 1 and Tier 3 supports have been implemented effectively, Tier 2—especially group therapy—has been more difficult to deliver at scale. Counselors have faced logistical and scheduling challenges in maintaining consistent and effective group-based interventions.

Additionally, while we have developed robust infrastructure and protocols to monitor and track attendance through tools like the Truancy Tracker and OA-led outreach, we continue to encounter challenges in shifting mindsets around the importance of regular school attendance. Efforts to build stronger understanding among caregivers about how consistent attendance impacts student wellbeing and academic growth are ongoing and will continue to be a focal point in the year ahead.

Our Inclusive and Belonging initiatives (Action 2.3) were implemented without change and have seen steady traction across schools. Professional development around inclusion, equity, and restorative practices remains a regular component of teacher learning, and Deans of

Culture and Instruction continue to guide restorative implementation and school-wide culture development. These efforts, alongside community-building events for students and families, are helping to strengthen belonging and inclusive practices across Summit campuses.

Finally, actions related to school safety and student data privacy (Action 2.4) were executed as planned. Safety protocols were implemented at all sites, and training was delivered to new staff and recurring contractors. The Tech and Data Teams continue to ensure the protection of student information, maintaining data security infrastructure in line with evolving privacy standards.

In summary, while all actions under Goal 2 were implemented as planned, the real-time application of these systems surfaced opportunities to improve the depth and consistency of Tier 2 mental health services and to enhance communication with families around attendance. These insights will inform how we refine our strategies and deepen implementation in the next year of our LCAP cycle.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

During the 2024-25 school year, Summit Tahoma demonstrated meaningful progress toward creating a safe and supportive school environment, with strong outcomes in student trust, steady attendance, and improvements in school climate indicators such as suspensions and expulsions. At the same time, the rise in chronic absenteeism across certain student groups indicates a clear area for continued attention and targeted support.

The school continued to prioritize a strong advisory program, restorative practices, and a multi-tiered support system, all of which helped cultivate a culture of trust and connection. This was reflected clearly in student perception data: in the 2023–24 school year, 89% of all students reported having at least one adult on campus whom they trust. By 2024–25, that number rose to 100% across all student groups—including historically underserved populations like English Learners (92% in 2023–24), students with disabilities (90%), and socioeconomically disadvantaged students (86%). This increase underscores the success of our consistent focus on mentorship, relational advisory practices, and staff training in culturally responsive and trauma-informed care. Additionally, 88.89% of students reported feeling physically safe at school and 85.75% of students reported feeling emotionally safe according to our spring student survey.

Tahoma’s overall suspension rate also improved slightly, dropping from 2.1% (Orange) to 2.0% (Yellow) on the California School Dashboard. Several student groups demonstrated significant gains: students with disabilities moved from 4.8% (Orange) to 3.9% (Green), Asian students continued to experience a 0% suspension rate, and students identified as Two or More Races also reached 0% (Blue) in 2024–25. These improvements reflect the ongoing success of proactive behavior supports, the use of restorative practices, and leadership from our Deans and school staff in implementing responsive discipline strategies.

However, chronic absenteeism data highlight a need for renewed urgency. The school’s overall rate rose from 19% to 21.81%, with some student groups seeing more pronounced increases—such as Hispanic students (from 26% to 31.51%) and socioeconomically disadvantaged

students (from 29% to 30.43%). These shifts, while keeping the overall rating in the Yellow Dashboard band, emphasize the importance of doubling down on targeted outreach, home-to-school communication, and interventions that address the root causes of chronic absence—including health care access, housing instability, and student mental health.

Despite these challenges, average daily attendance remained strong and consistent across student groups, staying just above 92% overall. Additionally, Tahoma maintained a 0% expulsion rate across all significant student groups and a very low dropout rate of just 0.9% per 2024 CDE DataQuest, both of which underscore the strength of our school-wide supports and inclusive retention practices.

The actions taken under Goal 2 at Summit Tahoma were broadly effective in cultivating a safe, connected, and inclusive school climate. Student trust reached 100%, discipline disparities decreased, and exclusionary practices like expulsion remained nonexistent. At the same time, increased chronic absenteeism signals the need to further strengthen Tier 2 attendance interventions and continue supporting student re-engagement post-pandemic. With a strong culture of care already in place, Tahoma is well-positioned to address these gaps and ensure that every student not only feels safe but is consistently present and engaged in their learning.

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

As we complete the first year of our current three-year LCAP cycle, Summit will maintain the language of Goal 2—"Summit maintains a joyful school environment that enables students' physical and emotional wellbeing"—along with its associated metrics, targets, and core actions. Given the progress we have seen across key areas such as multi-tiered mental health supports, restorative practices, and a focus on inclusivity and safety, we believe that the goal continues to serve as a strong foundation for fostering a supportive and thriving school culture. Feedback from our educational partners, including students, families, and staff, reinforces the continued alignment of this goal with the community's priorities and underscores the importance of staying the course as we move into year two.

We are, however, making a minor adjustment to the language of Action 2.3. This refinement will emphasize strengthening the sense of belonging among our students, staff, and caregivers while ensuring that all individuals feel valued, understood, and supported within our school communities. This adjustment builds on the work already underway and reflects a deeper commitment to cultivating a culture of inclusion, connection, and shared purpose across our campus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered Behavior Support	Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty will continue to lead and support a positive school-	$217,724.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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. 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.		
2.2	Comprehensive Attendance Improvement Strategy	Our Comprehensive Attendance and Engagement Strategy aims to improve student attendance rates and decrease chronic absenteeism, recognizing the critical link between consistent attendance and academic success. This multi-faceted approach enhances direct communication with families, employs advanced tracking tools for early intervention, and creates multiple engagement points throughout the year to emphasize the importance of regular school attendance. Enhanced Personal Communication: To deepen our connection with families and provide a more personalized approach, Office Assistants (OAs) will complement automated robo-calls with personal phone calls. These calls will focus on students nearing chronic absenteeism, offering support and resources to address attendance barriers. Truancy Tracker Utilization: Implementation of a Truancy Tracker tool across all sites allows for real-time monitoring of attendance patterns. This system flags students approaching chronic absenteeism thresholds, triggers scheduling of family meetings, and automates the issuance of truancy letters, facilitating timely interventions. Proactive Communication and Mentorship: At the start of the year, families will receive letters detailing the critical importance of consistent attendance. Throughout the year, mentor check-ins and guidance during personalized learning plan (PLP) meetings will reinforce this message.	$15,093.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, engaging social media content will be developed to reach families across various platforms, creating more touchpoints to stress attendance's role in academic success. Data-Driven Analysis: Summit's data tool will analyze attendance trends across different student groups, enabling us to target interventions. This tool will disaggregate data by truancy and mentor groups, identifying patterns and enabling us to tailoring strategies to specific needs. Comprehensive Attendance and Absence Program: Building on the direct correlation between attendance and student growth, our ongoing program includes actions such as regular OA-initiated calls to parents, attendance contracts for students at risk of chronic absenteeism, and routine check-ins between Executive Directors and Deans of Operations to verify accurate attendance recording.		
2.3	Inclusive and Belonging Practices and Programming	Inclusive and Belonging Practices and Programming: Summit is committed to developing educators who actively cultivate an environment where all individuals feel valued, understood, and supported. This dedication ensures that students, teachers, staff, and caregivers experience a sense of belonging and purpose in our educational community. Our approach focuses on proactive practices that foster growth, understanding, and the creation of meaningful connections across all levels of engagement. Professional Development and Training: Educators participate in ongoing learning experiences designed to enhance their ability to create classrooms where every student is seen and empowered. These sessions emphasize practices that honor diverse perspectives, provide fair access to opportunities, and cultivate a strong sense of community. Staff development extends beyond the classroom, fostering both personal and professional growth in applying these principles daily. Restorative Practices Integration: To strengthen relationships and maintain a supportive learning environment, Deans of Culture and Instruction lead initiatives centered on restorative approaches. These strategies focus on preventing conflict escalation, resolving issues through dialogue, and reinforcing accountability within a nurturing framework. By prioritizing	$36,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		connection over punishment, we ensure that students remain engaged and continue their academic journey with confidence. Monitoring and Coaching for Effective Implementation: School leaders play a crucial role in guiding and assessing the integration of these approaches into everyday teaching and interactions. Through observations and coaching, they support educators in adapting their methods to align with the goal of fostering an inclusive and aspirational learning environment. Additionally, restorative practices are continuously evaluated to measure their impact on student behavior and overall school culture. Enriching Experiences for Students and Families: Summit extends its commitment beyond the classroom by providing opportunities for students and caregivers to engage in meaningful experiences that celebrate shared humanity and collective growth. These initiatives encourage active participation in building a school culture that uplifts and empowers every individual to dream, lead, and thrive.		
2.4	Site Safety and Security	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. As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit's Tech and Data Teams work continuously to ensure that our systems are secure and student information is protected.	$59,930.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our systems for people, teams, and community are thriving.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our broad goal 3 was designed to prioritize the health and effectiveness of the systems that support our school's valuable resources: our people, teams, and community.
This new goal focuses on enhancing the systems that underpin our school's operations and culture, aligning seamlessly with our organization's broader priorities and initiatives. By committing to the development and support of our people, teams, and community, we ensure that our strategic efforts are coherent and mutually reinforcing. This alignment helps us create a unified approach to achieving our mission and vision, ensuring that everyone in our school community is supported and empowered.
Teacher retention and satisfaction have been deeply affected by the pandemic, making it imperative to dedicate a specific goal to ensuring that our adults, especially teachers, are thriving. High teacher turnover and dissatisfaction can disrupt the learning environment and negatively impact student outcomes. By focusing on creating supportive and nurturing systems for our staff, we aim to improve job satisfaction, reduce turnover, and build a more stable and effective teaching force. This goal recognizes that the wellbeing and effectiveness of our teachers are crucial to the success of our students and the overall health of our school community.
Aligning Goal 3 with our organization's strategic plan allows us to think strategically about resource allocation and support systems. By doing so, we can ensure that our investments in professional development, team-building initiatives, and community engagement are targeted and effective. This strategic alignment enables us to leverage our resources more efficiently, providing the necessary support to our staff and fostering a collaborative, thriving school environment. It ensures that our efforts are not only well-funded but also thoughtfully planned and executed to maximize impact.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6 - School Climate: Families responding positively to	SY 23-24: Physically Safe: 93% Emotionally Safe: 86%	SY 24-25 Physically: 90%		Maintain 80% or higher for all student groups	-3% +.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	“I feel my child is physically and emotionally safe at school” on family survey Data Source: Internal Survey		Emotionally: 86.67%			
3.2	Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to “I feel connected to my student’s school" on family survey Data Source: Internal Survey	SY 23-24: 74%	SY 24-25: 80%		Maintain 80% or higher for all student groups	+6%
3.3	Priority 3 - Parental Involvement: Families responding positively to “My student’s school uses my feedback when making decisions” on family survey Data Source: Internal Survey	SY 23-24: 64%	SY 24-25: 70%		70% or higher	+6%
3.4	Priority 6 - School Climate: Faculty responding positively to “I feel Physical safe at school” on faculty survey	SY 23-24: 91%	SY 24-25: 86.36%		Maintain 85% and above	-4.64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal Survey					
3.5	Priority 6 - School Climate: Faculty responding positively to “I feel emotionally safe at school” on faculty survey Data Source: Internal Survey	SY 23-24: 87%	SY 24-25: 77.28%		Maintain 85% and above	-9.72%
3.6	Priority 1 - Basic: Facilities in good repair as measured by the SARC Data Source: SARC	Good as reported on the 22-23 SARC	Good as reported on the 23-24 SARC		Good or Exemplary	No Difference
3.7	Priority 1: Basic: Teachers appropriately credentialed Data Source: Internal Calculations	88.9% Prelinimary + Cleared	SY 24-25: 90.91%		100%	+2.01%

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions under Goal 3 were successfully implemented as planned over the course of the 2024-25 school year, with no substantive differences between the planned activities and their actual execution. Summit continued to prioritize attracting and retaining highly qualified teachers (Action 3.1) through a robust recruitment process, credential audits, and ongoing personnel support. Our hiring practices and credential verification processes remained strong, helping to ensure that all students were taught by appropriately credentialed, highly qualified staff.

Family and community engagement (Action 3.2) was also a clear focus throughout the year. Schools continued to host a wide range of events, including Back to School Nights, New Student Welcomes, Parent Education Nights, College Readiness Workshops, and Graduation events. These events included translation services as needed to ensure accessibility, and feedback was gathered from families after each event to inform future planning. Summit also continued to build its "Interest to Graduation" strategy to deepen caregiver partnership, cultivating leadership opportunities for families to become even more engaged in school decision-making and community building efforts.

Mentor meetings and family access to the Learning Management System (Action 3.3) were maintained as a key pillar of family engagement and student support. Mentors held annual goal-setting meetings with students and families at the beginning of the year, conducted ad hoc meetings throughout the year as needed, and scheduled mid-year check-ins for students requiring additional academic support. Families also had access to student academic progress through the Learning Management System. However, a notable growth area emerged: while the platform provided transparency into student work, LMS notifications became overwhelming for families. This highlighted the need to recalibrate communications via LMS to make it more parent-friendly and to reinforce its role as a tool to support mastery-based learning. In the coming year, additional training and clear communication touchpoints will be established to help families better leverage the LMS.

Lastly, the Community Engagement Team (Action 3.4) continued to drive family communication strategies, including the use of newsletters, social media, and family portals. Annual parent surveys were administered and analyzed, ensuring that stakeholder feedback informed ongoing engagement practices. The Community Engagement Team also played a critical role in facilitating LCAP engagement sessions and supporting culturally responsive communication across sites.

Overall, Goal 3 actions have been effectively implemented and have strengthened the relationships among students, families, and school teams. As we move into the next year, Summit will focus on refining LMS-related communications and deepening family touchpoints to ensure families remain empowered partners in student success.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Over the past year, our school took important steps toward ensuring that our systems supporting people, teams, and community are thriving. Our focus on hiring and retaining high-quality staff, strengthening family-school partnerships, and creating structures for meaningful two-way communication has begun to show measurable impact—though important work remains.

This year’s data reflect strong performance in several core areas, particularly in school climate and staff culture. According to the family survey, 84.39% of families reported that their child feels physically safe at school, and 81.41% reported that their child feels emotionally safe. While these outcomes represent a slight decline from last year’s high baselines of 93% for physical safety and 86% for emotional safety, they still reflect strong family confidence in the school environment. These results affirm the impact of consistent communication efforts led by the

Community Engagement Team (Action 3.4), including multilingual outreach, robocalls, newsletters, and family-facing events designed to promote transparency and build trust.

We also maintained solid performance in family engagement. 72.86% of families reported feeling connected to the school, only slightly down from the prior year's 74%, and 62.08% of families felt their feedback is used in school decision-making, compared to 64% last year. These results suggest that while our foundational engagement systems—such as mentor meetings and access to the Learning Management System (LMS) (Action 3.3)—continue to be effective, additional efforts may be needed to deepen family leadership and influence in school decision-making. In Year 2, we will focus on broadening participation in family feedback structures and strengthening the Parent Organization's role in shaping school initiatives and policies.

Staff climate at Tahoma remained a strong point this year. 86.96% of faculty reported feeling physically safe at school, and 78.26% reported feeling emotionally safe—demonstrating consistency in a healthy, supportive staff culture. These outcomes are the result of intentional efforts to build strong team systems, distribute leadership, and ensure open lines of communication across all levels of the organization. We also saw a small but positive increase in the percentage of appropriately credentialed teachers, which rose from 88.9% to 90.91%. This improvement reflects our ongoing commitment to thorough hiring practices and credential auditing (Action 3.1), ensuring that students are consistently served by qualified educators.

Finally, the school maintained its "Good" rating for facilities as reported in the SARC, continuing to provide a safe, well-maintained learning environment for students and staff.

In sum, Summit Tahoma continues to demonstrate a strong foundation in climate, communication, and operational integrity. While we saw slight declines in some family perception metrics, the results remain high overall, and provide a clear direction for next year's focus: sustaining our strengths in safety and staff culture while expanding family leadership and decision-making opportunities.

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

As Summit enters the second year of its three-year LCAP cycle, no changes will be made to the language of Goal 3, its metrics, targets, or associated actions. The goal—ensuring that our systems for people, teams, and community are thriving—remains aligned with the needs and priorities identified by our educational partners and supported by progress observed in implementation across sites.

While no adjustments are necessary at this time, there will be continued emphasis on the successful rollout, implementation, and ongoing monitoring of our new Learning Management System (LMS). Based on this year's experience, we recognize the importance of ensuring that families can effectively leverage the LMS as a key tool for supporting their student's academic progress. As we look to the upcoming year, focused efforts will center on improving the clarity, accessibility, and utility of LMS communications to strengthen family-school partnerships and enhance student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attracting and Retaining Highly Qualified Teachers:	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.	$163,368.00	No
3.2	Parent Organization and Community Events	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, Attendance Importance events, College Readiness Workshops, and Graduation. We also collect feedback after every parent event. Interest to Graduation: We seek to forge robust partnerships with families, recognizing caregivers as the first and pivotal educators in our students' lives. By aligning with our school's mission and vision, we aim to build communities that share a commitment to student success from interest to graduation. This program will focus on empowering families as critical partners, involving them actively in our educational ecosystem. We will establish a coalition of family members that reflects the diverse tapestry of our school community, enabling them to take on leadership roles and contribute to school governance and decision-making processes, thereby delivering on our promise to support every student.	$28,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Mentor Meetings and Family Access to Summit Learning Platform	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.	$47,623.00	Yes
3.4	Community Engagement Team	Community Engagement Team: Summit schools have a Community Engagement Team 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 Team are trained and supported by a small team housed within the Charter Management Organization.	$111,265.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$346538	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.656%	0.000%	$0.00	7.656%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Support and Professional Development: **Need:** 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 at	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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the current moment.) 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. **Scope:** LEA-wide	teachers agree that the regular coaching they receive improves their professional practice.	Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.2	**Action:** Student Support Block **Need:** 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 at the current moment.) 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.	All students will participate in the literacy support block, 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. Similar to the literacy intervention, our math support block, 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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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.	
1.3	**Action:** College and Career Preparedness **Need:** We continue to see persistent disparities between the college and career preparedness metrics 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 at the current moment.) 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. **Scope:** LEA-wide	Expeditions: Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes: 1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via annual Career Days and through Internships. 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course. 5) Students have an opportunity to obtain support on core academic course work and enhance their learning. Habits of Success Program: Summit's 16 Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, have a strong grounding in the academic research, as demonstrated through The Science of Summit white paper. While they are essential to all	Metric 1.1: Students admitted to a 4-year college Metric 1.2: Graduation Rate Metric 1.12: College and Career Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	
1.4	**Action:** Tier 1 Investment **Need:**	Our Tier 1 Action is a strategic investment focused on enhancing instructional support and curriculum alignment to benefit all students, while principally directed at improving outcomes for our unduplicated pupil populations. By ensuring	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 at the current moment.) 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. **Scope:** LEA-wide	equitable access to high-quality, Common Core-aligned educational materials and teaching strategies, we aim to address the unique needs of these groups while improving overall outcomes. IXL Math Integration: We will incorporate IXL Math as a supplemental tool tailored for our significant student groups. This adaptive learning platform provides personalized experiences that address individual needs, enhancing our Tier 1 math instruction and helping bridge learning gaps. Curriculum Adoption and Adjustment: Through our continuous improvement process, involving teachers, administrators, and parents, we will analyze and adjust our instructional materials to align with Common Core standards and the Summit instructional model. These adjustments will address the specific learning needs and cultural backgrounds of our significant student groups, ensuring rigor and relevance across all content areas. Engagement of External Partners: We will collaborate with external experts specializing in effective teaching strategies and coaching development. These partners will provide real-time support and help build long-term instructional capacity, ensuring sustained improvement in instructional quality and student outcomes.	by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.5	**Action:** Common Core 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	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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 at the current moment.) 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. **Scope:** LEA-wide	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.	English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.6	**Action:** Extended Academic Engagement **Need:** 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 at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests	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.	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. **Scope:** LEA-wide		Skills evaluated using authentic, rubric-based assessments
2.1	**Action:** Tiered Behavior Support **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** LEA-wide	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.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates
2.2	**Action:** Comprehensive Attendance Improvement Strategy **Need:** Summit's attendance data suggests that low-income students and English learners are more likely to be chronically absent when	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.	Metric 2.1: Attendance Rate Metric 2.2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their higher-income and English fluent peers. **Scope:** LEA-wide		
2.3	**Action:** Inclusive and Belonging Practices and Programming **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** LEA-wide	Summit is committed to being an Anti-Bias Anti-Racist organization and embedding DEIB 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.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates Metric 2.6: Student Survey Metric 2.7: Student Survey Metric 2.8: Student Survey
3.2	**Action:** Parent Organization and Community Events **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities. **Scope:**	Our Parent Organization & Community Events action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. Recognizing that caregivers are pivotal educators, we actively involve parents through our parent organization. This promotes engagement and ensures that parents are integrated into the educational process, which is particularly crucial for unduplicated populations who may face barriers to involvement due to language, socio-economic, or cultural factors. By offering educational opportunities and leadership roles, we empower parents with the	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	knowledge and skills to support their children's education effectively. This includes hosting events such as Parent Education Nights, Attendance Importance events, and College Readiness Workshops. These initiatives provide parents with valuable information and resources to help their children succeed. Events like Back to School Nights, New Student Welcome, and Graduation foster relationships within the school community, creating a sense of belonging and support for all families. Translation services ensure that language is not a barrier to participation, making these events accessible to everyone. While the primary focus is on addressing the needs of our unduplicated populations, the benefits of parental involvement, education, and community building extend to all students. By implementing this action schoolwide, we ensure that every family has the opportunity to participate and contribute, fostering a unified and inclusive school community.	
3.3	**Action:** Mentor Meetings and Family Access to Summit Learning Platform **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities.	Our Mentor Meetings and Family Access Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. At the beginning of the year, mentors meet with every student and their families to review and set annual goals. This personalized approach ensures that each student's unique needs and aspirations are understood and addressed, which is particularly important for unduplicated students who may face additional challenges.	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Throughout the year, mentors hold ad hoc meetings with families based on their needs. Mid-year meetings are specifically scheduled to support struggling students, providing timely interventions to help them stay on track. This continuous support system is crucial for unduplicated students who may require more frequent and tailored guidance. The Summit Learning Platform offers a family-facing login and interface, allowing families to have instant access to their students' work and progress. This transparency empowers families to be actively involved in their children's education, providing them with the tools to monitor and support their students' progress against their annual goals. Our Mentor Meetings and Family Access to the Summit Learning Platform action is designed to provide targeted support to our unduplicated population while benefiting the entire school community. By fostering individualized goal setting, continuous support, and transparent communication, we empower all students and families to actively participate in and contribute to the educational process, ensuring a supportive and inclusive learning environment.	
3.4	**Action:** Community Engagement Team **Need:** Through the LCAP engagement process, we hear from our families of unduplicated	Our Community Engagement Team Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. The Community Engagement Team supports family engagement and parent leadership	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students for the need to continue offering events and increase engagement opportunities. **Scope:** LEA-wide	development, ensuring that all families, especially those from unduplicated populations, are actively involved in the school community. This includes providing clear and accessible communication through various channels such as the parent portal website, social media, family newsletters, translation services, robocalls, and robo-text systems. These efforts are particularly crucial for unduplicated families who may face language barriers or other obstacles to engagement. The team focuses on developing and implementing culturally responsive communication and engagement practices. By tailoring communications to respect and reflect the diverse cultural backgrounds of our families, we ensure that all voices are heard and valued, fostering a more inclusive school environment. Once a year, the Community Engagement Team administers a parent survey to gather feedback from all families. The results are analyzed and shared to help the school respond effectively to the needs of the community. This continuous feedback loop ensures that our strategies remain relevant and effective in addressing the unique needs of our unduplicated populations. While the primary focus is on supporting unduplicated families, the practices and tools developed by the Community Engagement Team benefit all families. Schoolwide implementation ensures that every family, regardless of their background, has access to clear, consistent, and culturally responsive communication, fostering a stronger school community.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Integrated and Designated English Language Development Support and Investment **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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. **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit is committed to investing in differentiated materials within the base curriculum across all courses. This ensures that English Learners can effectively access and engage with the curriculum. By partnering with Houghton Mifflin and utilizing their English 3D curriculum, we provide additional curricular support and training that is specifically tailored to the needs of ELs. By providing differentiated materials and targeted support through the English 3D curriculum, ELs are more likely to engage with and understand the curriculum, which is fundamental to their academic success. All teachers will leverage these resources and apply a set of responsive strategies tailored to students' proficiency levels in the four domains of speaking, reading, writing, and listening. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework. Beyond the integrated supports, Summit will enhance our investment in the English Language Development (ELD) Designated Instruction block. Twice a week, students scoring in Levels 1-3 on the ELPAC, as well as Level 4 students needing additional support, will receive dedicated instruction focused on reading comprehension and	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic language. This targeted instruction is crucial for addressing the specific linguistic needs of ELs, providing them with intensive support to improve their language skills. The twice-weekly designated ELD instruction blocks offer intensive and focused support that directly addresses the areas where ELs most need improvement. This dedicated time for reading comprehension and academic language development is vital for helping students catch up and excel.	
1.9	**Action:** English Learner Development Training and Professional Development **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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 **Scope:**	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit will enhance the training and professional development for all teachers who work with ELs to ensure they receive the right level of support in core academic classes. This training will occur during dedicated PD sessions in August and February, as well as ongoing opportunities during Expeditions PD weeks and leadership team meetings. Increased PD for all teachers working with ELs ensures they are equipped with strategies to provide appropriate support, enhancing EL students' access to and success in core academic subjects. Supplemental training for ELD Designated Instruction Block teachers ensures they are well-prepared to deliver targeted instruction, focusing on the specific needs of ELs	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	in reading comprehension and academic language.	
1.10	**Action:** English Language Learner Identification and Notification Procedures: **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners 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 **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. By leading the identification and Initial ELPAC testing processes, the Red Team ensures that ELs are promptly identified and provided with necessary support from the outset, enhancing their chances for academic success. Managing annual Summative ELPAC testing allows for accurate monitoring of ELs' language development, ensuring that instructional strategies can be adjusted based on up-to-date proficiency data. Additionally, executing reclassifications for qualified students ensures that ELs transition to appropriate instructional settings as their English proficiency improves, which is crucial for their continued academic growth.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates
1.11	**Action:** Long-Term English Learners Support and Intervention **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. The data analysis tools assist teachers in grade-level meetings to identify the specific interventions needed for each LTEL. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	evaluated through authentic, rubric-based assessments suggests that many English learners 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 **Scope:** Limited to Unduplicated Student Group(s)	tailored to individual needs. The tools help teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP. This comprehensive view allows for early identification and support for students who may need additional help. The ability to dynamically allocate interventions based on real-time data ensures that each LTEL receives the specific support they need to master grade-level standards, promoting more effective and individualized instruction.	

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

NA

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA Single School LEA	NA Single School LEA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,526,360	346538	7.656%	0.000%	7.656%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,054,617.08	$26,000.00	$0.00	$49,285.00	$2,129,902.08	$1,603,932.68	$525,969.40

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Support and Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,154.31	$28,558.25	$134,712.56				$134,712.56	
1	1.2	Student Support Block	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,830.32	$8,344.24	$159,174.56				$159,174.56	
1	1.3	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$685,837.73	$110,497.63	$755,219.36			$41,116.00	$796,335.36	
1	1.4	Tier 1 Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$29,020.28	$29,020.28				$29,020.28	
1	1.5	Common Core Assessment Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,754.32	$0.00	$45,754.32				$45,754.32	
1	1.6	Extended Academic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$111,677.00	$0.00	$111,677.00				$111,677.00	
1	1.7	Summit Learning Platform Access and Rostering	All	No			All Schools	Ongoing	$0.00	$24,940.00	$24,940.00				$24,940.00	
1	1.8	Integrated and Designated English Language Development Support and Investment	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	Ongoing	$64,372.00	$20,861.00	$85,233.00				$85,233.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.9	English Learner Development Training and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$34,465.00	$8,736.00	$43,201.00				$43,201.00	
1	1.10	English Language Learner Identification and Notification Procedures:	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,843.00	$0.00	$2,843.00				$2,843.00	
1	1.11	Long-Term English Learners Support and Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$13,874.00	$2,566.00	$16,440.00				$16,440.00	
2	2.1	Tiered Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$191,724.00	$26,000.00	$191,724.00	$26,000.00			$217,724.00	
2	2.2	Comprehensive Attendance Improvement Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,117.00	$9,976.00	$15,093.00				$15,093.00	
2	2.3	Inclusive and Belonging Practices and Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$31,649.00	$5,072.00	$36,721.00				$36,721.00	
2	2.4	Site Safety and Security	All	No			All Schools	Ongoing	$6,689.00	$53,241.00	$59,930.00				$59,930.00	
3	3.1	Attracting and Retaining Highly Qualified Teachers:	All	No			All Schools	Ongoing	$0.00	$163,368.00	$155,199.00			$8,169.00	$163,368.00	
3	3.2	Parent Organization and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,847.00	$0.00	$28,847.00				$28,847.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$32,108.00	$15,515.00	$47,623.00				$47,623.00	
3	3.4	Community Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,991.00	$19,274.00	$111,265.00				$111,265.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,526,360	346538	7.656%	0.000%	7.656%	$1,814,548.08	0.000%	40.088 %	**Total:**	$1,814,548.08
								LEA-wide Total:	$1,666,831.08
								Limited Total:	$147,717.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher Support and Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,712.56	
1	**1.2**	Student Support Block	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,174.56	
1	**1.3**	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$755,219.36	
1	**1.4**	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,020.28	
1	**1.5**	Common Core Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,754.32	
1	**1.6**	Extended Academic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,677.00	
1	**1.8**	Integrated and Designated English Language	Yes	Limited to Unduplicated	English Learners	All Schools	$85,233.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Development Support and Investment		Student Group(s)				
1	1.9	English Learner Development Training and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$43,201.00	
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,843.00	
1	1.11	Long-Term English Learners Support and Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$16,440.00	
2	2.1	Tiered Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$191,724.00	
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,093.00	
2	2.3	Inclusive and Belonging Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,721.00	
3	3.2	Parent Organization and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,847.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,623.00	
3	3.4	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,265.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,042,872.06	$2,156,852.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Support and Professional Development:	Yes	$118,682.62	$135,327
1	**1.2**	Student Support Block	Yes	$145,578.44	$152,451
1	**1.3**	College and Career Preparedness	Yes	$866,386.00	$848,921
1	**1.4**	Tier 1 Investment	Yes	$21,628.00	$22,685
1	**1.5**	Common Core Assessment Plan	Yes	$41,859.00	$44,261
1	**1.6**	Extended Academic Engagement	Yes	$98,107.00	$107,804
1	**1.7**	Summit Learning Platform Access and Rostering	No	$18,441.00	$18,937
1	**1.8**	Integrated and Designated English Language Development Support and Investment	Yes	$103,323.00	$80,746
1	**1.9**	English Learner Development Training and Professional Development	Yes	$34,013.00	$35,516

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	$2,544.00	$2,775
1	1.11	Long-Term English Learners Support and Intervention	Yes	$14,692.00	$15,626
2	2.1	Tiered Behavior Support	Yes	$262,293.00	$277,427
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	$18,045.00	$19,027
2	2.3	Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming	Yes	$50,281.00	$54,073
2	2.4	Site Safety and Security	No	$45,417.00	$46,873
3	3.1	Attracting and Retaining Highly Qualified Teachers:	No	$125,501.00	$121,690
3	3.2	Parent Organization and Community Events	Yes	$21,554.00	$23,037
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$41,808.00	$41,764
3	3.4	Community Engagement Team	Yes	$12,719.00	$107,912

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$269,782	$1,788,288.06	$1,969,352.00	($181,063.94)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Support and Professional Development:	Yes	$118,682.62	$135,327		
1	1.2	Student Support Block	Yes	$145,578.44	$152,451		
1	1.3	College and Career Preparedness	Yes	$826,161.00	$848,921		
1	1.4	Tier 1 Investment	Yes	$21,628.00	$22,685		
1	1.5	Common Core Assessment Plan	Yes	$41,859.00	$44,261		
1	1.6	Extended Academic Engagement	Yes	$98,107.00	$107,804		
1	1.8	Integrated and Designated English Language Development Support and Investment	Yes	$103,323.00	$80,746		
1	1.9	English Learner Development Training and Professional Development	Yes	$34,013.00	$35,516		
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	$2,544.00	$2,775		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Long-Term English Learners Support and Intervention	Yes	$14,692.00	$15,626		
2	2.1	Tiered Behavior Support	Yes	$237,293.00	$277,427		
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	$18,045.00	$19,027		
2	2.3	Diversity, Equity, Inclusion, and Belonging (DEIB) Practices and Programming	Yes	$50,281.00	$54,073		
3	3.2	Parent Organization and Community Events	Yes	$21,554.00	$23,037		
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$41,808.00	$41,764		
3	3.4	Community Engagement Team	Yes	$12,719.00	$107,912		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,445,977	$269,782	0%	6.068%	$1,969,352.00	0.000%	44.295%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024