



Summit Learning Charter 25-27 Integrated Application

Needs Assessment Summary

Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

HSS Planning Team reviewed past grant budget and activities for efficacy, career pathways data from 2023 - current, historical data for course completion (passing and incomplete) for 9th graders, HSS overnight camp feedback, LINK crew data from 2021 - current, OSAS scores from 2022- current and the ODE online report card data. Discussed continuation of some activities from past grant with proposals for changes (such as School Social Worker and CTE Coordinator) in the 25-27 application.

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

1. Define Equity Goals Early - Our equity mission includes valuing all human beings, inclusive mindset, and growing equitable practices.

2. Analyze Data - How are marginalized student performing at Summit Learning Charter

3. Engage the community - via panorama surveys

4. Identify activities and goals to promote success

5. Apply resources to the goals/activities

This application has a range of activities to support student needs across a variety of grade levels including: academic and social skills, tier 2 student intervention curriculum, Mental health supports, drop out prevention via School Social worker, and student engagement opportunities.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Within this grant application are student intervention PD, training for Social Worker, advisors, and counselors

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

Student / Parent Handbook specific Bullying policy. General policies: Bullying, Discrimination Procedure, Every Student Belongs, etc. One on one meetings with students and families to allow discrete, personal discussions help gather information that might otherwise not be shared with the school. High School Advisors are tasked with making one on one meetings with families each term. We have advisors / counselors who work with a specific caseload of students. Usually around 80 families / students. As part of our charter contract with Estacada School District, we can access support from Social Workers (example: Bettina Boles) who will meet with families / students and provide resources to families who are experiencing homelessness.

Well-Rounded Education (250 words or less per question)

1. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

All courses developed by our teachers are aligned to state standards and are developed with the standards in mind. Assessments built first, then lessons that meet the standards being assessed. Teachers are required to submit a syllabus, and a standards and objectives alignment with their course. New courses are reviewed twice with our rubric developed from Universal Design standards, and QM online curriculum standards.

Edgenuity, Acellus and LIVE classes have scope and sequence aligned to state / national standards. All are available on the websites for the purchased curriculum and in the LMS for LIVE classes created by Summit Licensed Teachers.

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2. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

We have regular professional development throughout the year where we look at teaching practices. Veteran teachers work with newer teachers to help develop effective teaching practices. Teachers are also observed by both the principal and curriculum coordinator for constructive feedback on teaching practices and course materials. Professional development this year was focused on developing curricula that are free from bias and engaging to all students. Teachers met in groups for training and collaboration, and shared new lesson ideas and practices. We offer synchronous classes in all content areas. We offer asynchronous classes in all content areas via a number of platforms. Students and parents consult with SLC team members to curate the best fit for each learner at least 3x a year, but truthfully - we engage in this process all year long with our students. We use our campus for in person engagement enrichment classes on T and TH. We use a secondary location to meet with students on Mondays

- Summit Learning Charter also has an Early College program for high school students where students can complete their diploma's via coursework at local community colleges and earn dual credit
- Students at Summit can do both our virtual academy and early college by blending their experiences.
- Summit coordinates the student learning experience in our SIS and we "push" our classes and schedules out to students via Canvas LMS and Clever.

3. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

Every SLC team member logs into work with a Health check

Every SLC student follows a code of conduct outlined in our student handbook

Every student is temperature checked on arrival per our COVID guidelines

Every Visitor is screened using RAPTOR security screening. Summit Leadership is aligned in our work to achieve our engagement goals. We support changes, we are willing to take risks, and we will continue to venture into new territory with our engagement work.

We believe that engagement work leads to progress, rather than progress (monitoring) leads to engagement.

Progress & learning will be a by-product of connections, care and relationships. We stake time, money & efforts on this concept.

Each opportunity we have to engage with students and families brings us close to our overarching engagement goals

Connecting our caring staff to students and families (community & relationships).

Connecting students and families to the school (sense of belonging).

Connecting students to each other (peers, friends and social opportunities that build social emotional intelligence).

Based on feedback from our community engagement process, especially the needs assessment, we see evidence that students & families feel connected to the school and staff. The feedback shows that we are building connections with families & students.

ReEnrollment Rate is another data point that shows our students feel connected and engaged.

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Faculty Mentorship Program - team of educators who coordinate targeted support and mentorship for students at-risk of dropping out

10 educators managing up to 5 at risk students at a time

Cultural & Language Liaison - Spanish, Somali, Russian speaking personnel who help SLC support and engage families with limited English communication

Student engagement - sense of belonging is critical to our success as an organization. We place great emphasis on teacher - student/family relationships.

Freshman success coach - 2 full time faculty who support and engage 9th grade students to support best outcomes
Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.

Field trip link - 22/23 SLC Field Trip and Events Outline

Other events with positive responses and student engagement:

School Dance

Welcome back event for High School Students

Middle School picnic

Outdoor school

Enrichment activities on M, T, TH

Class schedule link - Copy of SLC 2022/2023 Online/Enrichment Schedules MASTER

Scheduling Form - 22-23 VA 6-12 Enrichment Form.pdf

4. ☒ How do you ensure students have access to strong school library programs? ☒

All students have access to OSLIS via their school canvas and clever accounts

5. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

Our partnership with Daybreak Health promotes ongoing collaboration/ communication about student experience between our agencies.

6. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

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Summit has a variety of supports for students not meeting or exceeding that include - Intervention Team, special education, and 504, school social worker, Day Break Mental Health, and GED credit recovery.

For students who are exceeding standards we have a robust network of MOU partnerships with local community colleges for dual credit enrollment.

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

We had more responses from our staff, student and family climate surveys this year. We also had more parent involvement in School Improvement planning and review of our SEL curriculum. With a virtual school, it can be hard to get folks involved in these areas, but we are trying to open those doors more often to invite the community in. Lowering the number of students on Advisor caseloads has also improved overall success of our 9th graders. We will always need to find ways to connect families and students to our online school, but we are seeing better engagement there.

Outcome of Engagement

4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

We learned that our families & students want more options / opportunities for electives and CTE experiences, so we will have a full time CTE Coordinator on staff in the 25-26 SY. We learned that we needed more support for students who were at risk and we believe that bringing on a School Social Worker will better support this work. We have a third party for therapeutic counseling services already, but this need has not been met as well with our previous activity of a mentor program.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What system do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? ☒

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Recruiting is done primarily through the school website, district website, and TalentED. We have also posted on Craigslist, FB, ULPDX job board, and our community partner job boards.

Onboarding is done over about a week of specific training and job shadowing and ongoing mentoring

Retention is done via promoting school culture, fair wage, + job environment, and investment in professional development.

2. ☒ What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

Regular analysis of outcomes of all student focus groups.

All teachers are assigned equitable loads of classes across curriculum types and instructional levels of students.

SPED and EL coordinators work regularly with teachers to plan instruction and differentiate across students.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

Students are not removed from the asynchronous classroom for disciplinary reasons.

4. ☒ How do you support students and families in the transition between early childhood education programs and local elementary school programs from elementary to middle grades? From middle grade to high school? From high school to postsecondary education and/or workforce? ☒

From Middle to High School transition we have summer school, Jumpstart, High school success camp, and Freshman success coaches.

For High School to post secondary we have CTE coordinator.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles. ☒

We provide curriculum that offers college and career exploration as well as guidance from license school counselors as well as academic advisors. We have a faculty member who provides guidance on CTE opportunities through our Summit Pathways program as well as

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through our online curriculums in Pointful, Edynamics, etc. We do not have a CTE teacher / certified staff member at this time.

Feedback (250 words or less per question)

1. How can ODE support your continuous improvement process?

Karyn has been extremely supportive to Summit Learning Charter and our grant management process.

Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)

Overview:

Our overarching philosophy in this plan is to emphasize mental health supports, student intervention supports, and engagement opportunities (social, relational, and academic) to improve student outcomes.

Rationale:

It is our belief that students who are at risk need focused interventions and increased opportunities to connect with caring adults. These increased access points to Positive Schooling experience build towards a catalyst of success and reframe student expectations of themselves and their future.

Vision:

With inclusivity and equity lens present in our strategy we have identified SOME repeat activities in this plan that are proven tools and our school report card indicates that we are on track - Freshman success coach, summer school, success camp, and Day Break.

There are also new activities aimed to promote growth in areas of need, including a CTE coordinator, School Social Worker, and a Tier 2 curriculum that we believe will impact our students most in danger of dropping out of school.

Evidence of success:

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In addition to outcomes measured by the State Report card which shows that students at Summit are completing High School at a rate higher than the state average at 88%, students routinely RE- Enroll year to year demonstrating faith in our school and programming.

Assurances

Assurance 1: You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

- **Guarantee of Assurance 1: True**

Assurance 2: You have taken into consideration the Quality Education Commission (QEC).

- **Guarantee of Assurance 2: True**

Assurance 3: Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

- **Guarantee of Assurance 3: True**

Assurance 4: Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

- **Guarantee of Assurance 4: True**

Assurance 5: Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

- **Guarantee of Assurance 5: True**

Assurance 6: Each of the SSA plans were reviewed as part of your strategic planning.

- **Guarantee of Assurance 6: True**

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Assurance 16: You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

- **Guarantee of Assurance 16: True**

Website plan posted: <https://summitlearningcharter.org/virtual-academy/resources/>

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Summit Learning Ch - Outcomes and Strategies 25-27

Identifier	Outcome or Strategy	2025-27 Application Response
Outcome A	90% of students will be on-track toward graduation after completing 9th grade across all historically marginalized students.	Continue from 2023-25 through 2025-27
A1	SLC Freshman success coaches will maintain academic and attendance records of all 9th grade students and conduct family meetings 3x a year to promote on track progress towards graduation and post secondary planning.	Edited from 2023-25 for 2025-27
A2	100% of students will graduate from Summit Learning Charter in their cohort year provided they enrolled with us a 9th graders	Continue from 2023-25 through 2025-27
Outcome B	Summit Learning Charter will graduate 100% of all students on track.	Continue from 2023-25 through 2025-27
B1	SLC will have community partnerships and dedicated staff to support and coordinate unique needs of historically marginalized students.	Continue from 2023-25 through 2025-27
B2	SLC will eliminate graduation disparity among historically marginalized students.	Continue from 2023-25 through 2025-27
Outcome C	Increase participation in CTE related learning opportunities by 10%	New for 2025-27
C1	SLC should have documented procedures and practices to highlight efforts school has made to eliminate disparities of success among students that have historically experienced academic challenges	Continue from 2023-25 through 2025-27
C2	SLC will track students participating in CTE curriculum options and create multiple access points for students to learn about CTE experiences for post secondary planning and employment.	Edited from 2023-25 for 2025-27

Summit Learning Cha - Budget Integrated Prog 25-27

Prepopulation Response	Activity ID #	Outcome and Strategy	Activity	Partnership	25-27 Biennium FTE Total	FTE Type	HSS Activity Category	Object Code
1			Total Allocation					
2			Unbudgeted (Autocalculate)					
3			= Total Budgeted Amounts (Autosum)					
4	Keep activity and codes as is	1	Indirect/Administration					690
5	Keep activity and codes as is for 2025-26/2026-27 budget	2 A1	All 8th grade students will have an opportunity to "jump start into high school" through the summer school program to get an advance on High School elective credits.			Other; Other staff position not listed (include staff title in activity line)	DP STA	13X
6	Keep activity and codes as is for 2025-26/2026-27 budget	4 A1	Teaching academic and social skills during an intensive week long overnight HSS camp experience.				DP ESF	410
7	Keep activity and codes as is for 2025-26/2026-27 budget	4 A1	Teaching academic and social skills during an intensive week long overnight HSS camp experience			Supports: Social Emotional Learning (SEL)	DP STA	111
8	Keep activity and codes as is for 2025-26/2026-27 budget	5 A1	Freshman Success Coach to facilitate work toward 9th grade on track, lower absenteeism, academic support, & engagement programming.			School Counselor/School Social Worker	DP STA	111
9	New activity for 2025-26 and/or 2026-27	6 A2, B1,B2	School Social Worker to support students who are at risk of dropping out with prevention services.			School Counselor/School Social Worker	DP STA	112
10	New activity for 2025-26 and/or 2026-27	6 A2, B1,B2	Student Intervention Tier 2 curriculum, resources and tools for new School Social Worker				DP CUR	410
11	New activity for 2025-26	6 A2, B1,B2	Student Intervention PD / Training for SW, Advisors & Counselors				DP PL	8XX
12	Keep activity and codes as is for 2025-26/2026-27 budget	7 A1,A2,B1,B2,C1,C2	Preventative, proactive, reduce stigma around mental illness, robust resources, focus on students, families, staff & instructional Create a partnership with Daybreak Health for QMHP services	Physical/Mental/Social Well-Being			DP OCG	8XX
13	New activity for 2025-26 and/or 2026-27	8 C1, C2	CTE coordinator to establish partnerships and broaden access for students.			Supports: Intervention/ Graduation/ Student Success Specialist/ College &	CTE STA *Start Up/Approved CTE POS*	112
14	Keep activity and codes as is for 2025-26/2026-27 budget	9 A2, B1,B2	Learning Community Partnership events. Link Crew - HSS Coaches lead connections with 9th grade students				DP OCG	410
15	Keep activity and codes as is for 2025-26/2026-27 budget	10 B1, B2, C1, C2	Support dual enrollment students at Community colleges for high school completion accessing career learning opportunities	Career-Connected Learning/Pathways			CLO OCG *Must lead to college credit*	640

Summit Learning Cha - Budget Integrated Prog 25-27

Outcome and Strategy	Activity	FTE 25-26	HSS Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)	FTE 26-27	HSS Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)	2025-27 Biennium Activity Budget
1	Total Allocation		\$586,244.62	\$586,244.62		\$610,172.97	\$610,172.97	\$1,196,417.59
2	Unbudgeted (Autocalculate)		\$0.00	\$0.00		\$0.00	\$0.00	\$0.00
3	= Total Budgeted Amounts (Autosum)		\$586,244.62	\$586,244.62		\$610,172.97	\$610,172.97	\$1,196,417.59
4	Indirect/Administration			\$0.00			\$0.00	\$0.00
5	A1 All 8th grade students will have an opportunity to "jump start into high school" through the summer school program to get an advance on High School elective credits.		\$12,000.00	\$12,000.00		\$12,000.00	\$12,000.00	\$24,000.00
6	A1 Teaching academic and social skills during an intensive week long overnight HSS camp experience.		\$18,880.00	\$18,880.00		\$18,800.00	\$18,800.00	\$37,680.00
7	A1 Teaching academic and social skills during an intensive week long overnight HSS camp experience		\$10,500.00	\$10,500.00		\$10,500.00	\$10,500.00	\$21,000.00
8	A1 Freshman Success Coach to facilitate work toward 9th grade on track, lower absenteeism, academic support, & engagement programming.		\$77,723.62	\$77,723.62		\$101,731.97	\$101,731.97	\$179,455.59
9	A2, B1,B2 School Social Worker to support students who are at risk of dropping out with prevention services.		\$153,179.00	\$153,179.00		\$153,179.00	\$153,179.00	\$306,358.00
10	A2, B1,B2 Student Intervention Tier 2 curriculum, resources and tools for new School Social Worker		\$10,000.00	\$10,000.00		\$10,000.00	\$10,000.00	\$20,000.00
11	A2, B1,B2 Student Intervention PD / Training for SW, Advisors & Counselors		\$18,881.00	\$18,881.00		\$18,881.00	\$18,881.00	\$37,762.00
12	A1,A2,B1,B2,C1,C2 Preventative, proactive, reduce stigma around mental illness, robust resources, focus on students, families, staff & instructional Create a partnership with Daybreak Health for QMHP services		\$60,000.00	\$60,000.00		\$60,000.00	\$60,000.00	\$120,000.00
13	C1, C2 CTE coordinator to establish partnerships and broaden access for students.		\$166,907.00	\$166,907.00		\$166,907.00	\$166,907.00	\$333,814.00
14	A2, B1,B2 Learning Community Partnership events. Link Crew - HSS Coaches lead connections with 9th grade students		\$11,674.00	\$11,674.00		\$11,674.00	\$11,674.00	\$23,348.00
15	B1, B2, C1, C2 Support dual enrollment students at Community colleges for high school completion accessing career learning opportunities		\$46,500.00	\$46,500.00		\$46,500.00	\$46,500.00	\$93,000.00