

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pivot Charter School Riverside

CDS Code: 33-10330-0137836

School Year: 2023-24

LEA contact information:

Jayna Gaskell

Executive Director

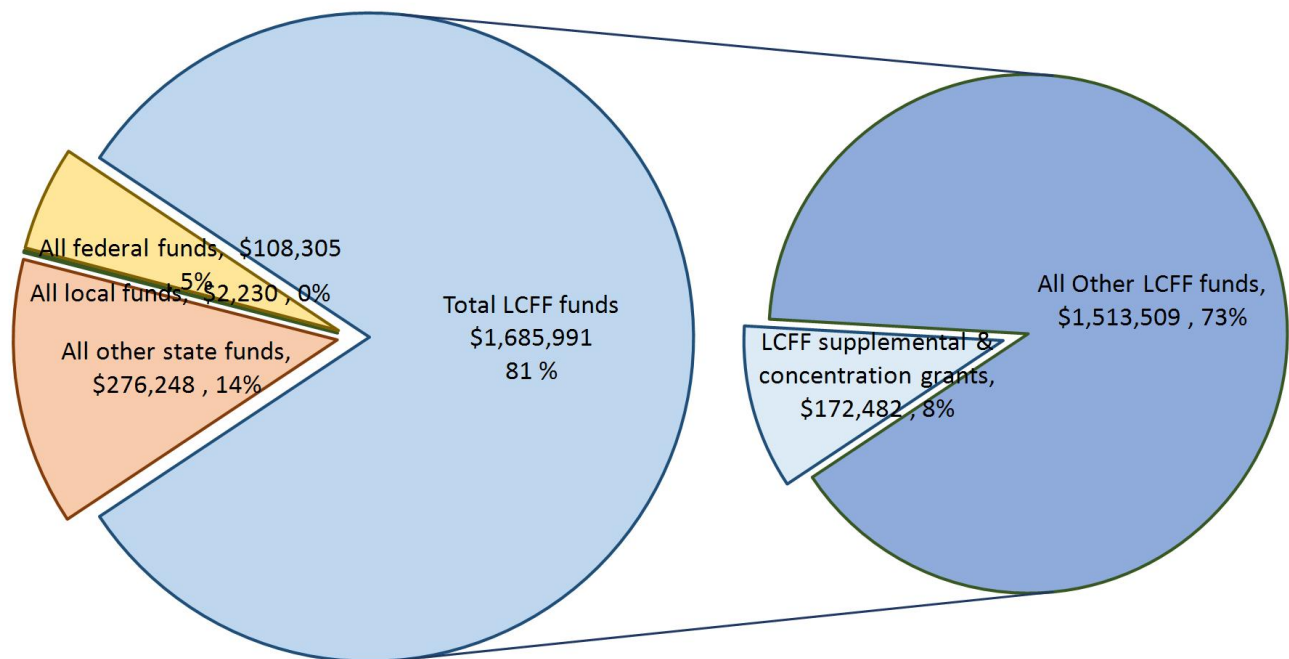
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530-636-4362

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 2023-24 School Year

Projected Revenue by Fund Source

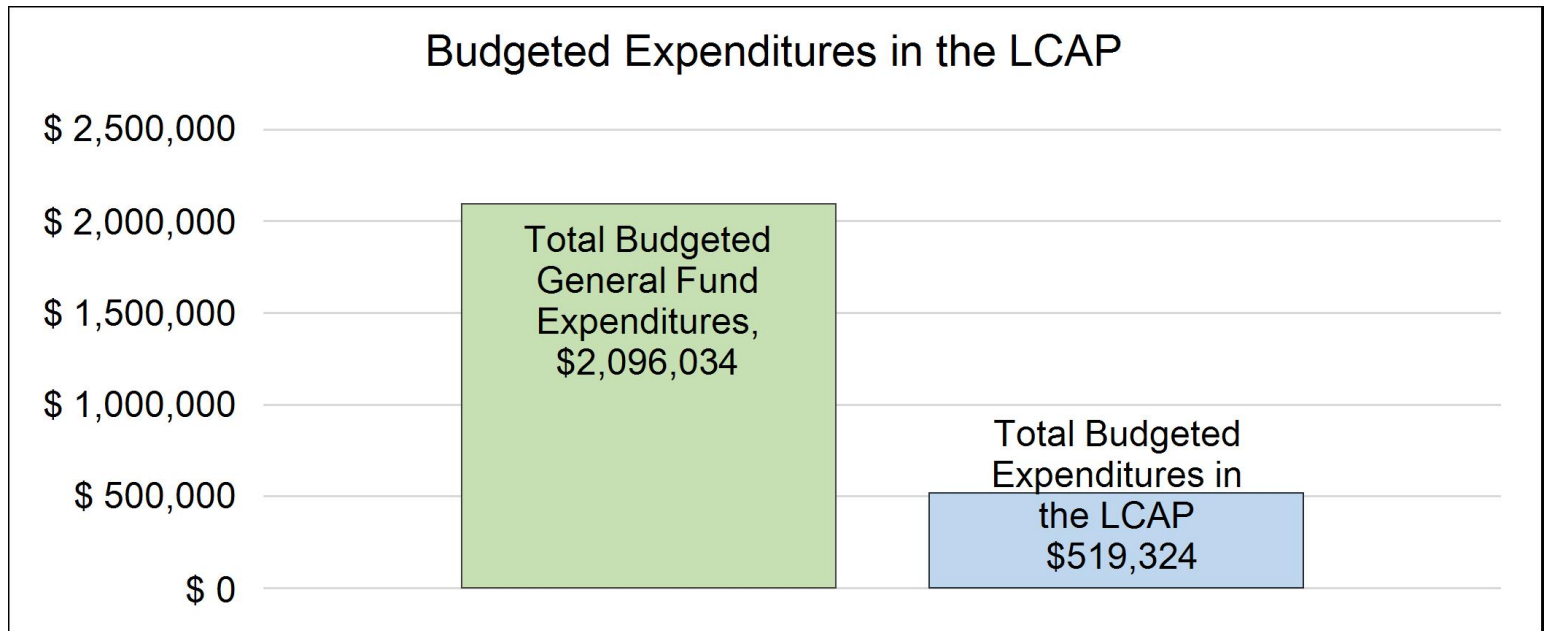


This chart shows the total general purpose revenue Pivot Charter School Riverside expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pivot Charter School Riverside is \$2,072,774, of which \$1,685,991 is Local Control Funding Formula (LCFF), \$276,248 is other state funds, \$2,230 is local funds, and \$108,305 is federal funds. Of the \$1,685,991 in LCFF Funds, \$172,482 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 Pivot Charter School Riverside plans to spend for 2023-24. 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: Pivot Charter School Riverside plans to spend \$2,096,034 for the 2023-24 school year. Of that amount, \$519,324 is tied to actions/services in the LCAP and \$1,576,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

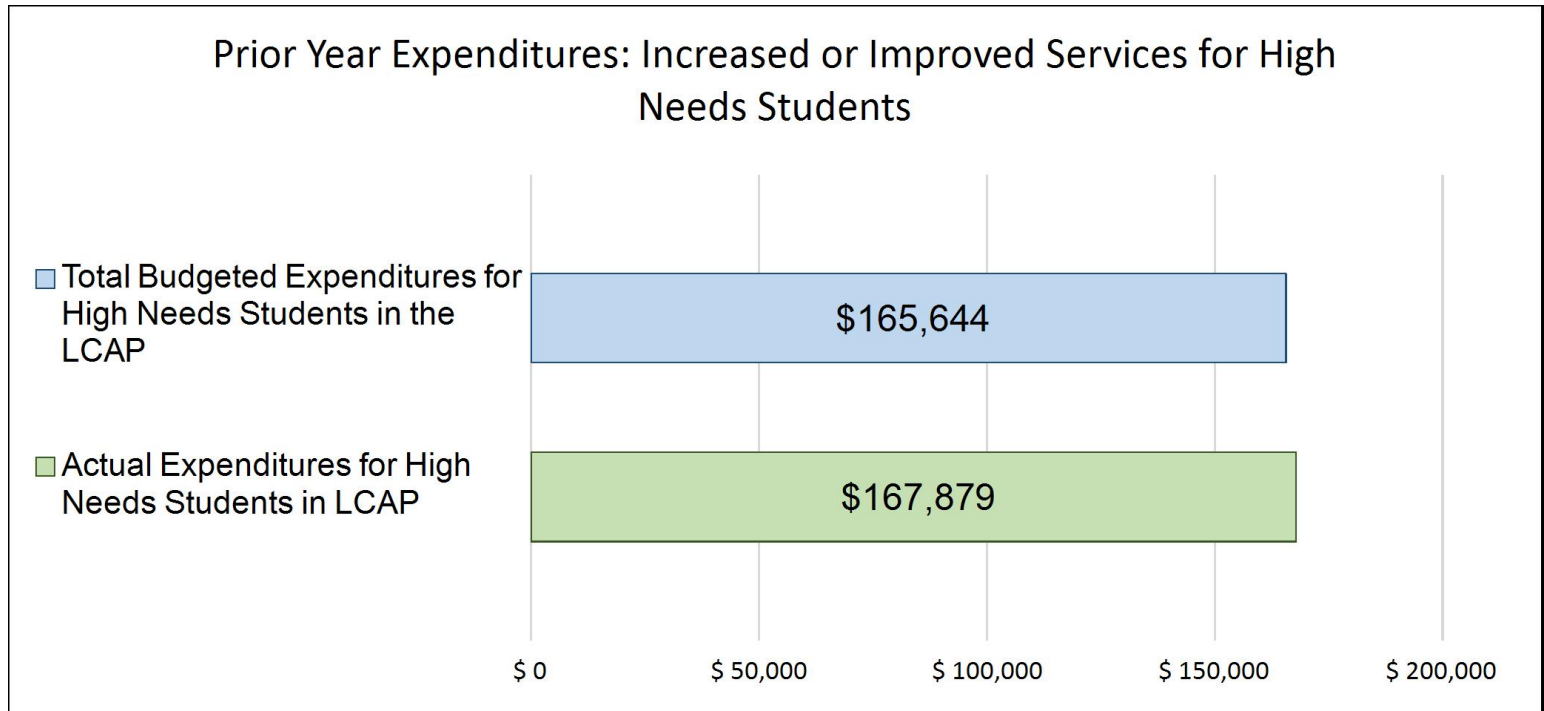
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Most of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services, administration costs, legal counsel, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Pivot Charter School Riverside is projecting it will receive \$172,482 based on the enrollment of foster youth, English learner, and low-income students. Pivot Charter School Riverside must describe how it intends to increase or improve services for high needs students in the LCAP. Pivot Charter School Riverside plans to spend \$218,359 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 2022-23



This chart compares what Pivot Charter School Riverside budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pivot Charter School Riverside 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 2022-23, Pivot Charter School Riverside's LCAP budgeted \$165,644 for planned actions to increase or improve services for high needs students. Pivot Charter School Riverside actually spent \$167,879 for actions to increase or improve services for high needs students in 2022-23.

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 |
|-------------------------------------|-------------------------------------|---|
| Pivot Charter School Riverside | Jayna Gaskell Executive Director | jgaskell@pivotcharter.org 530-636-4362 |

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pivot Charter School serves a wide variety of students in grades K-12 who are seeking alternatives to traditional public school. As an independent study charter school with site based programs available at a resource center, Pivot Charter School meets the needs of students who benefit from a more flexible school schedule, the ability to complete school work from home or elsewhere, a supportive individualized learning environment, high levels of teacher oversight, small group instruction/tutoring, strong positive role model presence, and/or alternative course pacing/blocking. School staff have worked extensively to develop relationships in the community and to seek out populations that may benefit from what Pivot Charter School offers. For example, school staff have reached out to local schools and districts to establish relationships that may assist traditional schools in identifying students who are in need of a different environment like Pivot Charter School.

Some of the student populations best served by Pivot Charter School include:

- Students who travel frequently due to professional sports, acting, or family situations
- Students who are credit deficient or who need to retake courses
- Students with health issues, including physical as well as mental concerns (such as anxiety)
- Students who are parents or caring for young children
- Students in need of advanced/accelerated course work
- Students who have been bullied or feel lost in the crowd in a large traditional school environment

At Pivot Charter School, every student is assigned an Educational Coordinator (credentialed teacher of record) who works closely with the family to establish plans and maintain constant communication regarding course of study, pacing of courses, daily engagement and attendance, grades and report cards, and intervention strategies as needed. Some students may work with the same teacher for their entire educational career, which allows teachers to develop strong and effective relationships with students and families. Educational Coordinators are partners in education; they work with the family every step of the way to establish goals and facilitate progress toward promotion or

graduation, they ensure academic accountability and integrity of a student's program; the students' educational program is very specific and individualized to their learning needs, academic gaps, and personal goals.

Pivot Charter School chooses to remain small so that it can provide a nurturing and safe environment for the many students who have not met with success at other schools or who are facing social and emotional challenges in their lives. Pivot Charter School has a robust remediation and multi-tiered system of support that helps students learn more and struggle less.

Pivot Charter Schools are founded on the following Core Beliefs:

- Successful schools are student centered, not adult centered
- Focus on changing lives and you can't go wrong
- A teacher's role is to have frequent, supportive yet motivating communication with students
- Student academic performance is greater when they have the influence of a positive adult in their lives
- Schools must show how much they care about students
- Educators should have warrior spirit, a servant's heart and a fun loving attitude in serving students
- Education needs to provide more options, not less
- The goal is that students learn; how we get there should be as unique as every student
- Technology is our friend and should play a crucial role in educating students

Pivot Charter School Riverside serves students who live in the following counties: Riverside, San Bernardino, Orange, San Diego, and Imperial.

Additionally, according to the CA School Dashboard for 2022, Pivot Charter School Riverside had an enrollment of 137 of which 56.9% are identified as socioeconomically disadvantaged, 20.4% as students with disabilities, 3.6% English learners, and 4.4% homeless.

Reflections: Successes

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

The programs implemented by Pivot Charter School are focused on supporting students to build their academic skills, grow socially and emotionally, and become lifelong independent learners who are successful in an independent study learning environment. Increased communication from Pivot staff with students and families, as well as structured support meetings and expectations, has resulted in improved outcomes for students.

Pivot Charter School has always shown low suspension and expulsion rates. Pivot has been able to maintain an expulsion rate of 0% as well as reduce its suspension rate, which is reflected on the CA School Dashboard.

Also reflected on the CA School Dashboard are the increased high school graduation rates for many students. Graduation rates for all students have increased 7.5 points and 13.2 points for socioeconomically disadvantaged students.

Local data shows we are seeing more Lexile growth as we focus on improving reading levels and skills for all students. Additionally, more students are taking CTE coursework as we build our CTE programs.

Reflections: Identified Need

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

Pivot Charter School has made a continued effort to strengthen its communication with families prior to and during enrollment regarding the expectations for daily student engagement and academic progress, since the requirements for independent study are often not always fully understood. However, chronic absenteeism continues to increase. As reflected on the CA School Dashboard, chronic absenteeism has increased 9.2 points for K-8 students with a 10.7 point increase for socioeconomically disadvantaged students. More action needs to be taken to address this issue so Pivot has responded by budgeting for a dedicated Attendance Clerk to focus on communicating with families regarding absences, facilitating truancy meetings, and coordinating with school staff to improve school attendance.

Another area of focus is on SBAC achievement. According to the CA School Dashboard, students are moving further away from meeting the standards for both ELA and math. This includes students in reported subgroups. Pivot has started implementing stronger MTSS support and training for staff this school year. The school's Curriculum Coordinator will work closely with the Director of Curriculum, Instruction, and Assessment to analyze data on the impact of embedded i-Ready, IXL, Khan Academy, and other supplemental instructional supports. Through this analysis, they will develop a plan to improve curriculum, instruction, and resources for students who are working independently.

LCAP Highlights

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

Pivot Charter School's LCAP for 2021-24 focuses on three main areas: student access and engagement, college and career readiness, and academic progress. Many specific supports and resources are included for socioeconomically disadvantaged students, English Learners, and other student populations which have historically encountered barriers to learning. Particular items of note include additional classroom supports, increased opportunities in Career Technical Education courses and pathways, focused support and remediation for students who are identified through MTSS or internal diagnostic assessments, and an entirely redesigned English Language Development (ELD) program.

Several funding sources will be used to implement certain actions detailed in the LCAP. Pivot began applying for Federal Title funding in 2020-21, and will continue to do so. Some actions are related to the ongoing effects of COVID-19 and addressing challenges which have occurred due to the pandemic; many of these actions will be funded by Federal ESSER monies. Pivot has also secured a CTE Grant and an

MTSS Training grant which support actions detailed in the LCAP. Pivot Charter School's Supplemental and Concentration Grant funds will be used to provide programs and support for unduplicated pupils, and the 2021-24 LCAP includes more of these supports than ever before.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Board Meetings - Pivot Charter School has at minimum four regularly scheduled Pivot Charter School Board Meetings a year. In attendance are our Governing Board, Executive Director, Administrative Staff and Pivot Charter School Teachers. Our charter school authorizers, families, and members of the community are always invited and welcome to attend as well. All Board meetings are also accessible to any community members or staff at any of the four Pivot schools, no matter where the meeting is physically being held, via video conferencing. Governing Board Meetings are accessible via any internet connection or at the schools with staff assistance. All Board meetings were held via teleconference from March 2020 through September 2022 due to the COVID-19 pandemic, but the Board has subsequently returned to holding its meetings in person.

Staff Meetings - Pivot Charter School holds weekly staff meetings with all Pivot Staff. Teams also meet weekly. Teachers attend site based meetings as well as LEA-wide meetings. These meetings are used to discuss family outreach, communication, and support of students. A particularly important focus at Pivot is the teacher's ability to build relationships with students and parents/guardians.

Administrators meet weekly to analyze data regarding family engagement, student engagement, student progress, and the success or needs of policies that promote improved communication and partnership engagement.

Other School Personnel such as Educational Specialists and other special education team members meet weekly to address the success of services as well as the importance of family engagement and open communication in the IEP process.

Classified staff meet as a team weekly to discuss improved processes and procedures, as well as any new school initiatives and communicating them with families.

Communication with Families - Pivot Charter School staff have close relationships with students and parents/guardians, and frequently ask for their input on the program. Parents/guardians have monthly meetings, at minimum, with their student's teacher, in addition to the regular weekly communication, and are encouraged to meet with teachers more often to check on their student's progress and how the program is working for them.

Parent/Guardian Surveys - Pivot Charter School parents/guardians are surveyed throughout the year through a variety of means. When students first enroll, parents/guardians are asked why they decided to enroll their student at Pivot. If they withdraw, they are asked why they are leaving Pivot. Each Spring, they are also sent a detailed survey on the specifics of the program and how they feel about it, with areas for input such as Curriculum Satisfaction, Communication from Pivot Staff, Safety, and others. These surveys also provide areas for parents/guardians to include open comments on the additional programs/assistance that they would like to see Pivot offer as well as any additional comments that they may have for Pivot staff. Parents/guardians are also sent a teacher feedback survey in the Spring to detail their satisfaction with the teacher assigned to their student. All surveys include an open comments area for which the results are shared with multiple administrative staff.

Student Surveys - Pivot Charter School students are also sent surveys on why they came to us and why they are leaving, along with an annual detailed survey on our program. Areas for input include Support of Pivot Staff, Belief in Academic Success, College or Career Preparation, Comfort at the Resource Center (when applicable), Program Time and Workshops Effectiveness, and others. These surveys also provide areas for students to include open comments on the additional programs/assistance that they would like to see Pivot offer as well as any additional comments that they may have for Pivot staff.

Withdrawal Surveys - These surveys are sent to students and parents when they are withdrawing from Pivot Charter School to attend elsewhere and gather data on the needs of the student that may not be getting met by Pivot Charter School's program.

A summary of the feedback provided by specific educational partners.

Both students and their parents/guardians expressed great satisfaction with the support Pivot staff provides. In addition to high ratings in overall satisfaction and satisfaction with specific aspects of Pivot's program like curriculum and MTSS, comments overwhelmingly emphasized the kindness and care they felt from Pivot staff, the appreciation for the flexibility that the program and staff provides, and the community that Pivot has built. Parents/guardians were also appreciative of the level of communication provided by Pivot staff regarding their students' academic progress and achievement. While many are satisfied with the curriculum and level of support available to students like virtual workshops and office hours, some parents/guardians commented that more supports and resources are needed for students to be successful as independent study students, especially for students who work on an irregular schedule due to work, children, or nontraditional sleep schedules. Additionally, there has been feedback that students and their parents/guardians want more social activities, which were limited during the COVID-19 pandemic.

Teachers said that they needed more time to work from home in order to reach their students and improve engagement. They appreciated the development of new salary schedules and the flexible work schedule they were provided. Administrators were eager to refine and improve the truancy policies as well as improve remediation for students in core subjects.

Other school staff such as classified staff were hoping to also be provided a new salary schedule. They were interested in a continued focus on streamlining policies and procedures in the enrollment process.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the feedback provided by educational partners, Pivot will be developing more support and resources for students that can be utilized during off hours. These supports and resources will be embedded directly into the curriculum so that students have easy access while they are completing their schoolwork and will not rely on direct help from the credentialed teacher to complete their work. Additionally, Pivot will work to increase the frequency of activities like field trips, barbeques, clubs, and other social opportunities.

After receiving feedback from parents, teachers, administrators, and other staff members regarding the high rates of chronic absenteeism, Pivot Charter School has added an action to hire a dedicated Attendance Clerk who will focus on reducing student absences by

communicating with families regarding absences, facilitating truancy meetings, and coordinating with school staff to improve school attendance.

To address the subgroups that qualify under ATSI, the Program and Attendance Clerk will ensure that families are receiving daily communication regarding attendance in English and Spanish via text/email about absences. Student Study Teams will provide translators and the LEA will offer bus passes for those who can not afford to come to the site for the important meetings about attendance and truancy.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | All students will be provided equal access to an appropriate, safe, and caring independent study learning environment where students and parents are supported, and where program expectations are clearly communicated and followed through. School staff members will cultivate partnerships with families to ensure students engage successfully and progress appropriately. |

An explanation of why the LEA has developed this goal.

Independent study students require structure and support in order to thrive and make progress. There is a need for increased supports to ensure all students are engaging appropriately and learning how to be successful in independent study. Furthermore, in California as well as in the entire United States, students who are socioeconomically disadvantaged or who are from underrepresented communities face increased barriers to educational access and engagement when compared to the general student population, and in some cases this has led to increased chronic absenteeism as shown on the California School Dashboard. There is a need to decrease and ultimately eliminate these barriers so that all students have equal access to their educational programs and can engage consistently and effectively.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|--|
| Retention percentage / continued enrollment - Percentage of students who were enrolled for two consecutive school years | 67.4% of students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year 60.6% of unduplicated students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year | 58.9% of students enrolled in the 2020-21 school year also enrolled in the 2021-22 school year 58.2% of unduplicated students enrolled in the 2020-21 school year also enrolled in the 2021-22 school year | 55% of students enrolled in the 2021-22 school year also enrolled in the 2022-23 school year 53.7% of unduplicated students enrolled in the 2021-22 school year also enrolled in the 2022-23 school year | | Increase the retention rate by 2.5% for both the general population and unduplicated students. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|--|
| Withdrawals - Percentage of students withdrawn through the MTSS or truancy process | 3.2% of students were withdrawn through the MTSS process in 2019-20 2.7% of unduplicated students were withdrawn through the MTSS process in 2019-20 | 5.8% of students were withdrawn through the MTSS process in 2020-21 9.4% of unduplicated students were withdrawn through the MTSS process in 2020-21 | 5.1% of students were withdrawn through the MTSS process in 2021-22 5% of unduplicated students were withdrawn through the MTSS process in 2021-22 | | Maintain the withdrawal rate at below 3.5% for the general population and unduplicated students. |
| Chronic absenteeism - As measured by the CA School Dashboard (K-8 students only) and DataQuest (all students) | 15.8% of students were chronically absent as reported on 2019 CA School Dashboard (K-8 students) 27.3% of students with disabilities were chronically absent 18.8% of socioeconomically disadvantaged students were chronically absent 25.7% of students were chronically absent as reported on DataQuest for 2018-19 (all students) | Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 | 25% of students were chronically absent as reported on 2022 CA School Dashboard (K-8 students) 22.6% of Hispanic students were chronically absent 29.5% of socioeconomically disadvantaged students were chronically absent 39.9% of students were chronically absent as reported on DataQuest for 2021-22 (all students) | | Maintain or decrease the chronic absenteeism rate for general population K-8 students (CA School Dashboard). Decrease the chronic absenteeism rate for subgroup populations by 3%. Maintain or decrease the chronic absenteeism rate for general population K-12 students (DataQuest). |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|---|---|---|----------------|--|
| | | <p>DataQuest absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p> <p>26.1% of students were chronically absent as reported on DataQuest for 2020–21 (all students)</p> | | | |
| Parent and student surveys (Program) | <p>28.6% of parents surveyed in Spring 2021 agreed with the statement "The MTSS supports provided to my student helped my student be more successful."</p> <p>84.3% of parents surveyed in Spring 2021 were satisfied with Pivot Charter School overall</p> | <p>76.9% of parents surveyed in Spring 2022 agreed with the statement "The MTSS supports provided to my student helped my student be more successful."</p> <p>100% of parents surveyed in Spring 2022 were satisfied with Pivot Charter School overall</p> | <p>100% of parents surveyed in Spring 2023 agreed with the statement "The MTSS supports provided to my student helped my student be more successful."</p> <p>100% of parents surveyed in Spring 2023 were satisfied with Pivot Charter School overall</p> | | Increase satisfaction until at least 85% and then maintain annually. |
| Teacher misassignments - As | 1 EL misassignment | 0 misassignments | 0 misassignments | | Maintain 0 misassignments. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|---|
| reported on the CA School Dashboard Local Indicator | | | | | |
| Suspension Rate - As reported by the CA School Dashboard | <p>1.6% of students were suspended at least once as reported on 2019 CA School Dashboard</p> <p>0% of Homeless youth were suspended at least once</p> <p>1% of socioeconomically disadvantaged students were suspended at least once</p> <p>5.9% of students with disabilities were suspended at least once</p> <p>3.1% of Hispanic students were suspended at least once</p> | <p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>ALTERNATE DATA SOURCE: 0% of students were suspended as reported on DataQuest for 2020-21</p> | <p>0.5% of students were suspended at least once as reported on 2022 CA School Dashboard</p> <p>0.8% of socioeconomically disadvantaged students were suspended at least once</p> <p>2.3% of students with disabilities were suspended at least once</p> <p>1% of Hispanic students were suspended at least once</p> | | Maintain the suspension rate for the general population and decrease the suspension rate for subgroups until rate is 2% or below. |
| Expulsion Rate - As reported on DataQuest | 0% of students were expelled as reported on DataQuest for 2019-20 | 0% of students were expelled as reported on DataQuest for 2020-21 | 0% of students were expelled as reported on DataQuest for 2021-22 | | Maintain an expulsion rate of less than 1%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|---|---|----------------|---|
| COVID outbreaks and hazards | | 0 COVID outbreaks, as defined by California Department of Public Health 0 reported COVID hazards on Pivot's COVID Hazard Reporting Form | 0 COVID outbreaks, as defined by California Department of Public Health 0 reported COVID hazards on Pivot's COVID Hazard Reporting Form | | Maintain 0 COVID outbreaks or hazards. |
| Parent and student surveys (Technology) | | Of parents and students surveyed in Spring 2022 who used devices loaned from Pivot, 100% stated they feel that the devices provide full access to school work, curriculum, and virtual instruction. | Of parents and students surveyed in Spring 2023 who used devices loaned from Pivot, 100% stated they feel that the devices provide full access to school work, curriculum, and virtual instruction. | | Maintain at 95% or above. |
| Parent and student surveys (SEL & Counseling) | | 65% of parents surveyed in Spring 2022 agreed with the statement "My child's interactions with their school (in person or virtual) have helped my child socially and emotionally this school year." | 90.9% of parents surveyed in Spring 2023 agreed with the statement "My child's interactions with their school (in person or virtual) have helped my child socially and emotionally this school year." | | Increase satisfaction until at least 80% and then maintain annually. |
| Facilities maintained in good repair - As reported on the CA | | | There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" | | Maintain 0 instances where facilities do not meet the "good repair" standard. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|--|----------------|--|
| School Dashboard Local Indicator | | | Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2022 CA School Dashboard | | |
| Parent and student surveys (Promotion of parental participation) | | | 90.9% of parents surveyed in Spring 2023 agreed with the statement "Pivot actively promotes parents/guardians to participate in giving feedback in decision making." | | Increase satisfaction until at least 92% and then maintain annually. |
| School attendance rates - As reported to our authorizing district | | | 2022-23 P-1 ADA: 129.30 Attendance %: 89.09% 2022-23 P-2 ADA: 133.79 Attendance %: 87.96% | | Increase attendance rates to at least 90% and then maintain each reporting period. |
| Dropout rates - As reported on DataQuest (high school) and CALPADS (middle school) | | | As reported on DataQuest, 16.0% of students in the 2021-22 Four-Year Adjusted Cohort were considered high school dropouts. | | Reduce the high school dropout rate by 5%. Maintain 0 middle school dropouts. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|---|----------------|---|
| | | | As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts. | | |
| Broad course of study - Number of different courses available to students in each category and percentage of high school students who earned credits in each category | | | <p>Fall 2022</p> <p>ELEMENTARY Electives 18 Language Arts 15 Math 14 P.E. 2 Science 14 Social Studies 14</p> <p>MIDDLE SCHOOL Electives 21 Language Arts 11 Mathematics 9 Physical Education 4 Science 13 Social Science 7</p> <p>HIGH SCHOOL Community Service 1 CTE 164 Electives 38 English 35 History/Social Studies 22 Mathematics 36 Physical Education 11 Science 34 VAPA 11</p> | | <p>Goal for broad course of study:</p> <p>Community Service: 85% CTE: 20% Electives: 75% English: 90% History/Social Studies: 50% Mathematics: 50% Physical Education: 35% Science: 40% VAPA: 20% World Language: 20%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|---|----------------|---|
| | | | World Language 19 HIGH SCHOOLERS EARNED CREDITS Community Service 6.59% CTE 14.29% Electives 82.42% English 53.85% History/Social Studies 41.76% Mathematics 41.76% Physical Education 47.25% Science 38.46% VAPA 7.69% World Language 2.20% | | |
| Programs and services developed/provided to pupils - Percentage of students completing an average 40 minutes per week of i-Ready instruction | | | % of students who averaged 40 minutes/week or more in READING: 15.14% % of students with disabilities who averaged 40 minutes/week or more in READING: 24.44% % of EL students who averaged 40 minutes/week or more in READING: 71.43% % of students who averaged 40 | | Increase to or maintain at 20% for all groups in both subjects. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|----------------|-----------------------------|
| | | | minutes/week or more in MATH: 30.05% % of students with disabilities who averaged 40 minutes/week of more in MATH: 46.67% % of EL students who averaged 40 minutes/week of more in MATH: 42.86% | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1.1 | MTSS | Pivot's Multi-Tiered System of Support (MTSS) is structured around addressing individual student needs and removing barriers to learning. The MTSS team, led by the Director of Student Support Programs, evaluates students' needs and strategizes how best to help each struggling student succeed. Pivot staff will also continue participating in additional extensive MTSS training through coursework and conference attendance, funded by the school's MTSS SUMS grant. | \$60,327.00 | No |
| 1.2 | Student Equipment & Materials | Purchase, distribute, and manage additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, textbooks, etc. | \$6,500.00 | No |
| 1.3 | Technology Management | Employ a Technology Coordinator to manage equipment and resources for students, to help close the Digital Divide and to ensure all students have equitable access to technological tools, regardless of background or socioeconomic status. This position also includes | \$11,939.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|-----------------------------------|---|-------------|--------------|
| | | monitoring student devices and settings to ensure safe usage and effective cybersecurity. The individual employed in this position will facilitate an audit of system and device settings, and coordinate action to remedy any areas of concern. | | |
| 1.4 | COVID-19 Health & Safety | Purchase materials and supplies, including Personal Protective Equipment (PPE) to ensure effective implementation of Pivot's COVID-19 Safety & Prevention Plans. Employ a COVID Coordinator to facilitate ongoing implementation of these plans including inspection and evaluation of facilities and site-based programs, purchasing of necessary materials and supplies, contact tracing, reporting to state and local agencies, etc. | \$13,820.00 | No |
| 1.5 | Facilities | Even though Pivot is a Nonclassroom-Based Charter School (NCB), the school will maintain physical facilities for the purpose of offering extensive opportunities for in-person activities such as direct instruction, academic support, counseling, enrichment, special education services and assessments, culture and community building, and peer socialization. | \$82,603.00 | No |
| 1.6 | Professional Development | Professional development will be provided for teachers and staff in a broad range of content areas such as instructional pedagogy, social-emotional learning, supporting students with special needs, restorative practices, and youth suicide prevention. Staff members will also be supported in course work to expand their credentials, certifications, and licenses. | \$6,958.00 | No |
| 1.7 | Targeted Professional Development | Targeted professional development will be provided for teachers and staff to enable them to understand and meet the needs of unduplicated pupils and their families. The focus will be on Diversity, Equity, and Inclusion (DEI) and professional development sessions will cover topics related to socioeconomically disadvantaged students, | \$2,653.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| | | foster and homeless students, English Learners, and other historically underrepresented groups. | | |
| 1.8 | Bus Passes | Pivot will provide bus passes to socioeconomically disadvantaged students, as well as to other students in need, to ensure they have equal access to site based programs at the resource center. | \$300.00 | Yes |
| 1.9 | Student Meals | Pivot will provide student meals and snacks to socioeconomically disadvantaged students, as well as to other students in need who attend the resource center, to ensure they have equal access to adequate nutrition. | \$1,468.00 | Yes |
| 1.10 | Social-Emotional Learning | Develop a standards aligned SEL program for K-12 with lessons that target improving school culture and explicit teaching of Social Emotional Learning competencies as well as specific parent/caregiver interventions and resources. Continue improving and developing additional SEL lessons in the core curriculum for K-12. Expand counseling services for all students, through offerings such as school-wide pep rallies and small group workshops, aimed at reducing social and emotional barriers to learning. | \$12,981.00 | No |
| 1.11 | Targeted Support for Unduplicated Pupils | Designated teaching staff will be employed to work specifically with unduplicated pupils including English Learners, foster and homeless youth, and low-income students. Teachers and administrators work together to ensure unduplicated pupils' learning plans include additional support. This includes evaluation of device and connectivity needs, translation needs for parents/guardians, ensuring students have access to a satisfactory location from which to engage in school work, etc. | \$176,125.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|--|-------------|--------------|
| 1.12 | Communication Tools | Utilize communication tools, including social media and the school's Student Information System, to increase parent/family engagement, build community, and facilitate stakeholder input. Communicate with caregivers frequently about school events, student attendance and SEL/other resources to support students at home. | \$763.00 | No |
| 1.13 | Translation Services | In an effort to provide equal access to Pivot Charter School and its programs for all members of the local community, especially English Learners, professional translation services will be utilized for marketing materials, enrollment/registration forms, and other important documents that will be sent to families. Translation services will also be provided over the phone and in person for important meetings with students and parents/guardians. | \$3,224.00 | Yes |
| 1.14 | Attendance Clerk | Hire and utilize a dedicated Attendance Clerk that focuses on reducing the school's Chronic Absenteeism by communicating with families regarding absences, facilitating truancy meetings, and coordinating with school staff to improve school attendance. | \$11,035.00 | No |

Goal Analysis [2022-23]

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

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

Professional development efforts have been focused on a variety of areas in 2022-23, and unfortunately school administration was not able to provide as many sessions as planned that were targeted toward the support of unduplicated pupils.

Counseling efforts related to Social Emotional Learning were implemented fully for the second semester, but offerings were a bit less in the first semester due to being understaffed in this area.

The bus passes action was not able to be fully implemented due to low demand. Public transportation grants have enabled regional bus service to be essentially free to youth/students, so no students have been interested in obtaining bus passes through Pivot.

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.

Estimated actual expenditures for student equipment and materials are significantly higher than budgeted, due to ongoing student needs. School personnel had projected a decrease in these student needs as operations moved more toward pre-COVID normalcy, but student needs remained high.

Expenditures were lower than budgeted for targeted professional development related to the support of unduplicated pupils.

Social Emotional Learning expenditures were less than originally budgeted, largely due to being understaffed in this area during the first semester of 2022-23.

No bus passes were purchased during the 2022-23 year, so expenditures were zero. This was primarily due to low demand.

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

The MTSS Coordinator has built a more robust system of support and processes to support students who struggle in independent study. There has been an increase in families reporting that MTSS supports are helping their students be more successful in school. As other staff complete additional MTSS training provided through the MTSS SUMS grant, they are also able to support students through the robust MTSS program facilitated by the MTSS Coordinator. There is still a problem with chronic absenteeism, however, as the students recover from the COVID pandemic, we are seeing too many students in the socioeconomically disadvantaged and Hispanic subgroups be absent from school 10% or more. 29.5% of socioeconomically disadvantaged students were marked as chronically absent, as well as 22.6% of Hispanic students. We are working to update messaging regarding necessary daily assignment completion and school engagement, building this into our MTSS program and new PBIS initiative.

Students and their families are utilizing the school's device loan program. They are able to check out Chromebooks and wifi hotspots to engage with the online program. 100% of families surveyed who use school devices are satisfied with them.

Professional development contributes to a better trained and informed staff. Communication tools and translation services also communicate to students, families, and the community that their inclusion in school decision-making is a high priority. Survey results show high satisfaction levels, demonstrating that students and families are satisfied with the school overall which includes policies, procedures, expectations, curriculum, and school culture. By training staff in these areas regularly, including targeted professional development to traditionally underserved populations, families feel more secure and satisfied with the school. Pivot will continue to invest in targeted professional development and specialized staff to provide more training and support.

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

Due to the dramatic increase in chronic absenteeism for all students as well as students in the socioeconomically disadvantaged subgroup, an additional action has been included to support the school's efforts to reduce absences. Additionally, students in the Hispanic subgroup have shown high levels of chronic absenteeism, resulting in the school qualifying for ATSI. A new Attendance Clerk will focus on reducing the school's Chronic Absenteeism by communicating with families regarding absences on a daily basis, facilitating truancy meetings, and coordinating with school staff to improve school attendance. By having a dedicated staff member monitor attendance more regularly, they are able to address concerns immediately and more frequently. The LEA will also be implementing a targeted year-long teacher support program that will include an emphasis on lowering chronic absenteeism and improving outreach to parents regarding independent study attendance.

In order to better analyze the impact of actions outlined in our LCAP and ATSI plans, additional metrics have been added that represent a variety of state priorities. These metrics measure if facilities are in good repair, provide additional survey data, track attendance rates and dropout rates, analyze the school's broad course of study, and present programs and services data. Family engagement in the MTSS and truancy processes will also be monitored to determine the success of the ATSI actions.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Pivot will prepare students to pursue higher education or a chosen career path after completing high school. |

An explanation of why the LEA has developed this goal.

Career and college readiness is a high priority at Pivot Charter School. Many students who enroll at Pivot plan to attend community colleges and/or vocational programs after they graduate from high school. A smaller proportion plan to pursue higher education at colleges and universities immediately after high school graduation. The vast majority of Pivot students have not yet participated in facilitated exploration of post-secondary career and college options. The College & Career Readiness indicator on the California School Dashboard shows that the majority of Pivot's high school graduates have needed more work in order to be considered prepared for college and/or careers. In order to promote awareness of career and college opportunities and to assist students in choosing and preparing for their post-secondary paths, Pivot will develop new Career Technical Education (CTE) pathways, encourage students' exploration of career aptitudes and interests, and provide more staff support to continue to develop the CTE program.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|---|
| A-G coursework - Average GPA (weighted) of A-G courses taken at Pivot by UPREP high school students who were enrolled the full semester | Spring 2019-20: 2.64 Fall 2020-21: 3.43* *updated January 2022 | Spring 2020-21: 3.30 Fall 2021-22: 3.41 | Spring 2021-22: 3.30 Fall 2022-23: 2.21 | | Maintain or increase GPA for A-G coursework so that it remains at 2.5 or above. |
| CTE coursework - Percentage of Liberal Arts students in grades 10-12 who were enrolled with Pivot at least one full | 16.1% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2019-20 school year | 43.6% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2020-21 school year | 23.7% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2021-22 school year | | Increase CTE coursework completion rates by 4%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|--|
| semester and earned credits for at least one CTE course (not exploratory) that school year | | | | | |
| Career explorations - Percentage of high school students who were enrolled with Pivot at least one full semester and have taken a career explorations course and/or career aptitude assessment | Spring 2019-20: 2.3% Fall 2020-21: 10.7% | Spring 2020-21: 12.9% Fall 2021-22: 6.0% | Spring 2021-22: 0.8% Fall 2022-23: 0.9% | | Increase the percentage of students who participate in career explorations until 15% is reached. |
| College credit courses - Percentage of students in grades 11-12 who took courses at a community/junior college, as reported in CALPADS | 0% of students in grades 11-12 completed a course at a junior or community college in 2019-20 | 0% of students in grades 11-12 completed a course at a junior or community college in 2020-21 | 0% of students in grades 11-12 completed a course at a junior or community college in 2021-22 | | Increase the percentage of students who complete a course at a junior or community college by 1.5%. |
| College/career readiness - As measured by the CA School Dashboard | Percentage of students identified as "prepared" for college/career as reported on 2019 CA School Dashboard: 0% of all high school graduates 0% of socioeconomically | Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). Due to the COVID-19 pandemic, state law has suspended the reporting of state | The College/Career indicator was not reported on the 2022 Dashboard. | | Increase the percentage of students who are declared "prepared" for college and career by 7% for the general population and subgroups. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|--|
| | disadvantaged high school graduates | indicators on the 2021 Dashboard. | | | |
| Parent and student surveys (College/Career) | 68.4% of parents surveyed in Spring 2021 believe that their student is prepared for college or a career | 85% of parents surveyed in Spring 2022 believe that their student is prepared for college or a career | 90.9% of parents surveyed in Spring 2023 believe that their student is prepared for college or a career | | Increase the percentage of parents who believe their student is prepared by college or career by 3%. |
| UC or CSU ready (A-G completion)- Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, as reported on the CA School Dashboard | | | 6.5% met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass), as reported on 2022 CA School Dashboard | | Increase to 15%. |
| CTE completion - Percentage of pupils who have successfully completed career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks, as reported on the CA School Dashboard | | | 6.5% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2022 CA School Dashboard | | Increase to 10%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|---|----------------|-----------------------------|
| A-G and CTE - Percentage of pupils who have completed both A-G and CTE, as reported on the CA School Dashboard | | | 3.2% met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2022 CA School Dashboard | | Increase by 1% each year. |
| AP exams - Percentage of pupils passing at least two AP exams with 3 or higher, as reported on the CA School Dashboard | | | 0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2022 CA School Dashboard | | Increase by 0.5% each year. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|-----------------------------|---|-------------|--------------|
| 2.1 | CTE Pathway Development | Career Technical Education (CTE) pathways will be developed and expanded. Engagement and completion of CTE courses will be tracked. Teachers will receive extra pay to develop and implement CTE pathways. Pivot will also support teachers in course work to obtain CTE credentials. | \$1,500.00 | No |
| 2.2 | College & Career Counseling | The Academic Counselor will support the implementation of aptitude and interest surveys to assist students in their exploration of career opportunities and educational paths to achieve career goals. | \$21,830.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|---|-------------|--------------|
| 2.3 | Test Fees | In order to increase access to post-secondary education and training, Pivot will facilitate the acquisition of test fee waivers for socioeconomically disadvantaged students who request assistance in paying for AP tests or other assessments for application/admission to post-secondary programs or institutions. | \$0.00 | Yes |
| 2.4 | CTE Program Oversight | The Program Coordinator will oversee development of CTE pathways and implementation of CTE courses, ensuring alignment to standards. | \$7,700.00 | No |
| 2.5 | CTE Consultant | Pivot will utilize a consultant to assist with CTE grant applications and associated reporting as well as CTE pathways development and implementation. | \$0.00 | No |

Goal Analysis [2022-23]

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

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

Teaching staff associated with CTE pathway development were able to advance the program more than expected, with expanded course offerings being implemented in 2022-23.

Administrative personnel duties were shifted a bit, with more staff time able to be allocated to oversight of CTE programs. This resulted in an increased amount of work performed in house for CTE program oversight and a decreased need for external consultant work.

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.

Estimated expenditures for CTE pathway development were significantly higher than budgeted due to increased staff time spent on this action.

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

With the suspension of the college and career indicator on the CA School Dashboard for the last few years and the delay of current year internal data, it is challenging to fully determine how effective the specific actions were in making progress toward the goal. There has been an increase of students completing CTE courses, 16.1% to 23.7%, but still 0% of students completing courses at a junior or community college. Internal tracking facilitated by the Academic Counselor, although not yet completed, suggests that more students are completing concurrent enrollment courses at a junior or community college this year than ever before.

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

In order to better analyze the impact of actions, additional metrics have been added that represent a variety of state priorities. These metrics measure A-G completion rates, CTE completion rates, and AP exam passing rates. There are no changes to the planned goal or actions.

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.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Pivot Charter School will provide academic programs that ensure students are making progress toward grade level promotion or graduation by achieving mastery in grade level appropriate skills, meeting grade level academic standards, and acquiring an appropriate amount of credits. |

An explanation of why the LEA has developed this goal.

Pivot Charter School aims to provide resources that best support students in becoming independent learners and achieving academic success through mastery of content standards. An increased focus on foundational skills such as reading, executive functioning and time management is needed for some students to be able to excel in their core independent study courses. Furthermore, unduplicated pupils such as socioeconomically disadvantaged students and English Learners often need an increased level of academic support to progress effectively in independent study. Internal benchmark assessment results and state testing results on the California School Dashboard have shown that unduplicated pupils tend to struggle more and perform at lower levels than the general student population. Pivot has identified a need to revise and increase its academic supports for these students. The COVID-19 pandemic has also greatly impacted student learning. Pivot recognizes the need to accelerate learning and to ensure student outcomes are aligned to the annual progression of standards mastery.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|---|
| Graduation Rate - As measured by the CA School Dashboard | <p>Percentage of graduation cohort who graduated, as reported on 2019 CA School Dashboard:</p> <p>66.7% of students</p> <p>55% of socioeconomically disadvantaged students</p> | <p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Percentage of graduation cohort who graduated, as</p> | <p>Percentage of graduation cohort who graduated, as reported on 2022 CA School Dashboard:</p> <p>74.2% of students</p> <p>68.2% of socioeconomically disadvantaged students</p> | | Increase the graduation rate by 10% for the general population and all subgroups. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|---|
| | 63.6% of Hispanic students | reported on 2021 CA School Dashboard: 75.7% of students 68.4% of socioeconomically disadvantaged students | 61.9% of Hispanic students | | |
| Credit completion - Percentage of high school students (enrolled the full semester) who earned 25 credits or more, as well as the average credits earned per high school student (enrolled the full semester) | Spring 2019-20: 61.8% of high school students earned 25 credits or more and the average student earned 24.9 credits Fall 2020-21: 54.8% of high school students earned 25 credits or more and the average student earned 23.6 credits | Spring 2020-21: 64.7% of high school students earned 25 credits or more and the average student earned 25.7 credits Fall 2021-22: 48.0% of high school students earned 25 credits or more and the average student earned 21.2 credits | Spring 2021-22: 51% of high school students earned 25 credits or more and the average student earned 22.3 credits Fall 2022-23: 35.9% of high school students earned 25 credits or more and the average student earned 18.6 credits | | Increase the percentage of high school students who earn 25 or more credits by 7.5%. |
| K-8 course completion - Percentage of K-8 students (enrolled the full semester) who passed four core courses | Spring 2019-20: 77.1% Fall 2020-21: 71.8%* *updated January 2022 | Spring 2020-21: 94.4% Fall 2021-22: 73.7% | Spring 2021-22: 86.3% Fall 2022-23: 54.7% | | Increase the percentage of K-8 students who complete all four core content courses each semester by 1.5%. |
| SBAC - English Language Arts and Math scores as | Students in grades 3-8 and 11 were 1.5 points below standard on average in English | Senate Bill 98 suspended the reporting of state and local indicators on the | Students in grades 3-8 and 11 were 14.2 points below standard on average in English | | Maintain or improve the distance from standard for English Language Arts for all |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| reported on the CA School Dashboard | <p>Language Arts on 2019 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 3.7 points below standard</p> <p>Students in grades 3-8 and 11 were 90.8 points below standard on average in Mathematics on 2019 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 97.1 points below standard</p> | <p>2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> | <p>Language Arts on 2022 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 14.3 points below standard</p> <p>Students in grades 3-8 and 11 were 103.5 points below standard on average in Mathematics on 2022 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 104.6 points below standard</p> | | <p>students, including subgroups.</p> <p>Move 10 points closer to standard for Mathematics for all students.</p> <p>Move 15 points closer to standard for Mathematics for subgroups.</p> |
| Internal assessments - i-Ready (students in grades K-8): Percentage of students (enrolled the full year) who met their target growth and the average scale score growth between at least two internal benchmark assessments | <p>57.7% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2019-20</p> <p>The average scale score growth was 33.9</p> <p>65.4% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready</p> | <p>50% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2020-21</p> <p>The average scale score growth was 25.8</p> <p>42.1% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready</p> | <p>38.1% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2021-22</p> <p>The average scale score growth was 30.3</p> <p>35.7% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready</p> | | <p>Increase the percentage of students in grades K-8 who met their target growth in either Reading or Math until it reaches 75%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|---|
| | assessments in 2019-20 The average scale score growth was 32.7 | assessments in 2020-21 The average scale score growth was 22.7 | assessments in 2021-22 The average scale score growth was 21.6 | | |
| Parent and student surveys (Academics) | 89.4% of parents surveyed in Spring 2021 believe that their student was academically successful during the school year | 100% of parents surveyed in Spring 2022 believe that their student was academically successful during the school year | 100% of parents surveyed in Spring 2023 believe that their student was academically successful during the school year | | Maintain or increase the percentage of parents who believe their student was academically successful. |
| Lexile scores - Percentage of students who showed growth in reading levels as measured by Lexile scores gathered by i-Ready, Exact Path, Lexia, or other assessment tool | 49.5% of students who took at least two assessment measuring Lexile score showed growth in 2019-20 | 43.8% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2020-21 The use of Exact Path was discontinued after the 2020-21 school year. Accurate data for high school student internal assessments was not retrievable after Exact Path was discontinued so analysis is not available. | 52.4% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2021-22 | | Increase the percentage of students who showed growth in Lexile scores by 3%. |
| English Learner Progress - As | Less than 11 students so this measure will | Senate Bill 98 suspended the | Less than 11 students so this measure will | | At least 35% of English Learners |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|--|---|----------------|---|
| reported on the CA School Dashboard | not be reported publicly. However, growth and progress is measure internally. | reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. | not be reported publicly. However, growth and progress is measure internally. | | make progress toward English language proficiency. |
| Access to standards-aligned instructional materials - As reported on the CA School Dashboard Local Indicator | | | There was 0 "Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home" as reported on 2022 CA School Dashboard | | Maintain 0 "Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home". |
| Implementation of academic content and performance standards - Average score on Implementation of Academic Standards, as reported on the CA School Dashboard Local Indicator | | | Professional Development: Average 3.6 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 3.6 self-rating | | Maintain at least a 3.5 rating for each category. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|----------------|---|----------------|---|
| | | | Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating | | |
| English learners programs/services - Average score on ELD sections of Implementation of Academic Standards, as reported on the CA School Dashboard Local Indicator | | | Average 3.3 self-rating on ELD sections of Implementation of Academic Standards Local Indicator on 2022 CA School Dashboard | | Increase to at least an average 3.5 rating. |
| English learner reclassification rate - As reported on DataQuest | | | 0.0% of English learners reclassified during the 2020-21 school year, as reported on DataQuest | | Increase reclassification rates to 10%. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|------------|-------------------------------|---|-------------|--------------|
| 3.1 | Reading & Literacy Specialist | [THIS ACTION HAS BEEN DISCONTINUED AND MERGED WITH ACTION 3.2] | \$0.00 | No |
| 3.2 | Intervention Specialist | Pivot will utilize an Intervention Specialist to work with students who are engaging adequately but not progressing academically. Targeted supports will be provided to develop students' executive functioning | \$14,211.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
| | | and time management skills to ensure they are maximizing their learning potential while in independent study, in addition to providing reading and mathematics support. | | |
| 3.3 | Targeted Supports for Unduplicated Pupils | In order to remove barriers to student success, teachers will provide additional assistance to unduplicated pupils including academic counseling, credit recovery guidance, and expanded opportunities for direct instruction. | \$11,465.00 | Yes |
| 3.4 | Supplemental Curricula | Pivot will continue to utilize benchmark assessment tools which facilitate specific instructional plans to address gaps in skills and knowledge. Additional supplemental curricula will also continue to be used for reading and literacy, expanded mathematics practice, etc. | \$10,011.00 | No |
| 3.5 | Curriculum Improvements | In preparation for each upcoming school year, credentialed staff will revise and expand curriculum to include additional learning supports designed to scaffold and differentiate instruction. | \$4,030.00 | No |
| 3.6 | Instructional Aides | Instructional Aides provide instructional support to teachers and students in our onsite program at the resource center. | \$34,757.00 | No |
| 3.7 | Oversight of Academic Programs for Unduplicated Pupils | The Programs Team will oversee academic programs for unduplicated pupils. These include the awarding of appropriate partial credits for qualifying students such as foster and highly mobile youth, development and implementation of a new English Learner curriculum, revision of EL classification and reclassification policies, ELPAC testing, etc. | \$7,700.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|---|-------------|--------------|
| 3.8 | ELD Teacher | An English Language Development (ELD) teacher will work directly with English Learners to provide designated ELD instruction. | \$14,416.00 | Yes |
| 3.9 | EL Curriculum | English Learner curriculum will be implemented in order to provide designated ELD instruction. Professional development will be provided for staff. | \$1,008.00 | Yes |

Goal Analysis [2022-23]

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

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

A significant amount of curriculum improvements were developed in the summer of 2022 and embedded into existing courses. The implementation of supplemental curricula and curriculum improvements were somewhat altered, with the focus shifting more to in-house supplemental curriculum improvements rather than relying on products from external curriculum vendors.

The designated ELD program grew and developed significantly in the 2022-23 year. EL curriculum options were expanded beyond what was originally planned because school administration recognized a need for increased introductory level resources. These additions support students who are just beginning to establish a foundation of English language skills.

The school experienced some difficulties with staffing and hiring of teachers, and this led to a corresponding struggle to implement targeted support for unduplicated pupils.

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.

Expenditures related to targeted support for unduplicated pupils were less than budgeted, primarily due to staffing levels.

Estimated actuals were lower than budgeted for supplemental curricula and higher than budgeted for curriculum improvements. These differences are related and stem from the decision to develop supplemental curricular resources in-house rather than utilizing additional products from curriculum vendors.

EL curriculum expenditures were higher than budgeted due to an increased need for introductory level curriculum options.

Expenditures associated with instructional aides were higher than budgeted due to increased utilization of these positions.

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

Students are still struggling with meeting grade-level standards, as evidenced by low ELA and math achievement on the SBAC. All students were on average 14.2 points below standard for English Language Arts and 103.5 points below standard for mathematics. Students in subgroups were slightly further from meeting the standards. Program improvements have been put in place this school year. However, that data is not yet available or reflected in this year's metrics because of the delay in reporting and the submission of the LCAP so quickly after the end of the school year.

There has been an increase in the percentage of students showing growth in their Lexile levels (from 49.5% at the baseline to 52.4%). Supporting students in their reading growth has been a focus and the results are showing that more students are improving their reading growth.

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

In order to better analyze the impact of actions, additional metrics have been added that represent a variety of state priorities. These metrics measure access to standards-aligned materials and the implementation of academic content and performance standards. There are no changes to the planned goal or actions.

Because data is delayed, it does not accurately show the impact of the Intervention Specialist position that was created last year. There are no changes to the actions until the impact can truly be measured and tracked. Internal data suggests that there will be improvements reflected in next year's metrics.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$172,482 | \$1,370 |

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 |
|---|-----------------------------|-------------------------|---|
| 11.52% | 0.00% | \$0.00 | 11.52% |

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

Required Descriptions

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

Goal 1, Action 8, Bus Passes: The provision of bus passes is targeted to assist low-income students by providing transportation options to and from Pivot’s resource center. Unduplicated pupils have a higher rate of withdrawal from Pivot Charter School through the MTSS and truancy processes when compared to the entire student population. Withdrawals of this type generally occur due to lack of engagement and attendance. One of Pivot’s primary strategies to increase engagement and attendance is to encourage students to attend site-based programs at the resource center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to encounter transportation difficulties. Some low-income families do not own vehicles or cannot afford gas money. Others may not have a licensed driver available to transport the student to and from school at the necessary times, especially in households where all adults work. In order to avoid social stigma, Pivot provides these bus passes to any student who requests them. This avoids the issue of low-income students feeling singled out in front of their peers. Even though some students who are not low-income do take advantage of the opportunity to obtain bus passes through Pivot, the action is successful in meeting the needs of low-income students first by ensuring they have a reliable means of transportation to and from the resource center when they otherwise may be unable to attend. The metric to be used in determining the effectiveness of this action is MTSS/truancy withdrawal rate of unduplicated pupils as compared to the entire student population.

Goal 1, Action 9, Student Meals: This action is targeted to assist low-income students by providing nutritious meals and snacks at Pivot's resource center. As noted above, unduplicated pupils have a higher rate of withdrawal from Pivot Charter School through the MTSS and truancy processes when compared to the entire student population. In addition to using bus passes to promote attendance at the resource center, providing nutritious meals ensures students are ready to engage effectively while on site. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to encounter difficulties with nutrition. Some low-income families struggle to pay for both utilities and groceries, and students may be hungry. Others may not have a responsible adult available to ensure students eat a meal at home before going to school, especially in households where all adults work. In order to avoid social stigma, Pivot provides these meals and snacks to any student who requests them. This avoids the issue of low-income students feeling singled out in front of their peers. Even though some students who are not low-income do take advantage of the opportunity to obtain meals and snacks through Pivot, the action is successful in meeting the needs of low-income students first by ensuring they have adequate nutrition on any day they attend Pivot's resource center. The metric to be used in determining the effectiveness of this action is MTSS/truancy withdrawal rate of unduplicated pupils as compared to the entire student population.

Goal 1, Action 13, Translation Services: This action is targeted to assist English Learners by ensuring the students and their parents/guardians can fully understand communications from Pivot Charter School and effectively discuss their questions and concerns with school personnel on an ongoing basis. Translation services are of particular importance during significant meetings such as student and parent orientations, IEP meetings, MTSS meetings, truancy meetings, crisis meetings, and suspension and expulsion hearings. As noted above, unduplicated pupils have a higher rate of withdrawal from Pivot Charter School through the MTSS and truancy processes when compared to the entire student population. Withdrawals of this type generally occur due to lack of engagement and attendance. For families whose native language is not English, a lack of engagement or attendance may be caused or exacerbated by a language barrier between school staff and the family, where the student and/or family may not fully understand what is expected or may not be able to fully communicate their needs and concerns. The needs of English Learners were considered first in the creation of this action, as these students and their families are significantly more likely to struggle with English language fluency and may not understand some important points of communications provided in English only. These families may also struggle to communicate their concerns in English, and can much better express their thoughts and questions in their native language. Sometimes a student who is not considered an English Learner has a parent/guardian whose native language is not English. Translation services are still provided in this case, which is why the action was marked as "LEA Wide". All members of the educational team including students, parents, guardians, and other advocates have a right to communicate effectively, and if translation services can help that happen then Pivot Charter School is happy to provide those services whether or not the student is an English Learner or other high-needs student. This action is effective in meeting the needs of English Learners first, since those students are the most likely to benefit from translation services or have parents/guardians who would benefit from translation services. The metric to be used in determining the effectiveness of this action is MTSS/truancy withdrawal rate of English Learners as compared to the entire student population.

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

Services for foster youth, English Learners, and low-income students are being increased or improved via several LCAP actions which are targeted to address their needs. In addition to all of the schoolwide actions listed in the prompt above, the following limited actions are being provided to increase or improve services for unduplicated pupils:

- 1.7 Targeted Professional Development
- 1.11 Targeted Support for Unduplicated Pupils
- 2.3 Test Fee Waivers
- 3.3 Targeted Academic Supports for Unduplicated Pupils
- 3.7 Oversight of Academic Programs for Unduplicated Pupils
- 3.8 ELD Teacher
- 3.9 EL Curriculum

Services for these students are improved by training staff members how to meet their needs via specific professional development, and then facilitating tailored outreach by Pivot staff members to these students and their families. Specialized outreach for these students and their families includes addressing many issues which may arise such as access to educational materials and programs, engagement in school, social and emotional well-being, adequate nutrition, and breaking down barriers to academic progress.

The only contributing action without budgeted expenditures is Action 2.3 Test Fees. The dollar value anticipated to be associated with 2023-24 test fee waivers for low-income students is approximately \$100, which equates to approximately 0.01% of the LCFF base grant funding. Therefore it is estimated that this action will improve services by approximately 0.01% for unduplicated pupils.

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.

The LEA is a single charter school with an unduplicated student concentration of greater than 55%, and all concentration grant add-on funding identified above will be allocated to the single charter school. There is no option of allocating funds to more than one school. Pivot Charter School operates an independent study program, and the concentration grant add-on funding will be used to support the funding of designated independent study teachers who are assigned to serve foster youth, English Learners, and low-income students. In this manner, Pivot Charter School aims to improve the ratio of certificated staff to unduplicated pupils in a direct service context.

| 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 | N/A | 1:152 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 1:19 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$325,691.00 | \$38,758.00 | | \$154,875.00 | \$519,324.00 | \$402,611.00 | \$116,713.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | MTSS | All | | \$15,000.00 | | \$45,327.00 | \$60,327.00 |
| 1 | 1.2 | Student Equipment & Materials | All | | | | \$6,500.00 | \$6,500.00 |
| 1 | 1.3 | Technology Management | All | | | | \$11,939.00 | \$11,939.00 |
| 1 | 1.4 | COVID-19 Health & Safety | All | | | | \$13,820.00 | \$13,820.00 |
| 1 | 1.5 | Facilities | All | \$82,603.00 | | | | \$82,603.00 |
| 1 | 1.6 | Professional Development | All | | \$2,653.00 | | \$4,305.00 | \$6,958.00 |
| 1 | 1.7 | Targeted Professional Development | English Learners Foster Youth Low Income | \$2,653.00 | | | | \$2,653.00 |
| 1 | 1.8 | Bus Passes | Low Income | \$300.00 | | | | \$300.00 |
| 1 | 1.9 | Student Meals | Low Income | \$1,468.00 | | | | \$1,468.00 |
| 1 | 1.10 | Social-Emotional Learning | All | | | | \$12,981.00 | \$12,981.00 |
| 1 | 1.11 | Targeted Support for Unduplicated Pupils | English Learners Foster Youth Low Income | \$176,125.00 | | | | \$176,125.00 |
| 1 | 1.12 | Communication Tools | All | \$763.00 | | | | \$763.00 |
| 1 | 1.13 | Translation Services | English Learners | \$3,224.00 | | | | \$3,224.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1.14 | Attendance Clerk | All | | | | \$11,035.00 | \$11,035.00 |
| 2 | 2.1 | CTE Pathway Development | All | \$1,500.00 | | | | \$1,500.00 |
| 2 | 2.2 | College & Career Counseling | All | \$725.00 | \$21,105.00 | | | \$21,830.00 |
| 2 | 2.3 | Test Fees | Low Income | \$0.00 | | | | \$0.00 |
| 2 | 2.4 | CTE Program Oversight | All | \$7,700.00 | | | | \$7,700.00 |
| 2 | 2.5 | CTE Consultant | All | \$0.00 | | | | \$0.00 |
| 3 | 3.1 | Reading & Literacy Specialist | All Students with Disabilities | | | | \$0.00 | \$0.00 |
| 3 | 3.2 | Intervention Specialist | All | | | | \$14,211.00 | \$14,211.00 |
| 3 | 3.3 | Targeted Supports for Unduplicated Pupils | English Learners Foster Youth Low Income | \$11,465.00 | | | | \$11,465.00 |
| 3 | 3.4 | Supplemental Curricula | All | \$10,011.00 | | | | \$10,011.00 |
| 3 | 3.5 | Curriculum Improvements | All | \$4,030.00 | | | | \$4,030.00 |
| 3 | 3.6 | Instructional Aides | All Students with Disabilities | | | | \$34,757.00 | \$34,757.00 |
| 3 | 3.7 | Oversight of Academic Programs for Unduplicated Pupils | English Learners Foster Youth Low Income | \$7,700.00 | | | | \$7,700.00 |
| 3 | 3.8 | ELD Teacher | English Learners | \$14,416.00 | | | | \$14,416.00 |
| 3 | 3.9 | EL Curriculum | English Learners | \$1,008.00 | | | | \$1,008.00 |

2023-24 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$1,497,435 | \$172,482 | 11.52% | 0.00% | 11.52% | \$218,359.00 | 0.01% | 14.59 % | Total: | \$218,359.00 |
| | | | | | | | | LEA-wide Total: | \$4,992.00 |
| | | | | | | | | Limited Total: | \$213,367.00 |
| | | | | | | | | 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 | 1.7 | Targeted Professional Development | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$2,653.00 | |
| 1 | 1.8 | Bus Passes | Yes | LEA-wide | Low Income | All Schools | \$300.00 | |
| 1 | 1.9 | Student Meals | Yes | LEA-wide | Low Income | All Schools | \$1,468.00 | |
| 1 | 1.11 | Targeted Support for Unduplicated Pupils | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$176,125.00 | |
| 1 | 1.13 | Translation Services | Yes | LEA-wide | English Learners | All Schools | \$3,224.00 | |
| 2 | 2.3 | Test Fees | Yes | Limited to Unduplicated Student Group(s) | Low Income | All Schools | \$0.00 | 0.01% |
| 3 | 3.3 | Targeted Supports for Unduplicated Pupils | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$11,465.00 | |

| 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 (%) |
|------|----------|--|---|--|--|-------------|--|---|
| 3 | 3.7 | Oversight of Academic Programs for Unduplicated Pupils | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | \$7,700.00 | |
| 3 | 3.8 | ELD Teacher | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$14,416.00 | |
| 3 | 3.9 | EL Curriculum | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,008.00 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$474,355.00 | \$514,813.00 |

| 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 | MTSS | No | \$69,910.00 | \$76,624.00 |
| 1 | 1.2 | Student Equipment & Materials | No | \$5,000.00 | \$20,275.00 |
| 1 | 1.3 | Technology Management | No | \$11,426.00 | \$12,575.00 |
| 1 | 1.4 | COVID-19 Health & Safety | No | \$9,746.00 | \$12,857.00 |
| 1 | 1.5 | Facilities | No | \$82,172.00 | \$82,172.00 |
| 1 | 1.6 | Professional Development | No | \$8,000.00 | \$8,966.00 |
| 1 | 1.7 | Targeted Professional Development | Yes | \$4,247.00 | \$1,295.00 |
| 1 | 1.8 | Bus Passes | Yes | \$300.00 | \$0.00 |
| 1 | 1.9 | Student Meals | Yes | \$1,200.00 | \$1,513.00 |
| 1 | 1.10 | Social-Emotional Learning | No | \$30,004.00 | \$18,888.00 |

| 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 | 1.11 | Targeted Support for Unduplicated Pupils | Yes | \$97,681.00 | \$106,365.00 |
| 1 | 1.12 | Communication Tools | No | \$766.00 | \$1,252.00 |
| 1 | 1.13 | Translation Services | Yes | \$3,236.00 | \$2,520.00 |
| 2 | 2.1 | CTE Pathway Development | No | \$1,500.00 | \$3,611.00 |
| 2 | 2.2 | College & Career Counseling | No | \$18,914.00 | \$20,954.00 |
| 2 | 2.3 | Test Fees | Yes | \$0.00 | \$0.00 |
| 2 | 2.4 | CTE Program Oversight | No | \$5,686.00 | \$12,710.00 |
| 2 | 2.5 | CTE Consultant | No | \$3,034.00 | \$2,354.00 |
| 3 | 3.1 | Reading & Literacy Specialist | No | \$0.00 | \$0.00 |
| 3 | 3.2 | Intervention Specialist | No | \$13,409.00 | \$16,307.00 |
| 3 | 3.3 | Targeted Supports for Unduplicated Pupils | Yes | \$38,874.00 | \$29,734.00 |
| 3 | 3.4 | Supplemental Curricula | No | \$11,548.00 | \$6,351.00 |
| 3 | 3.5 | Curriculum Improvements | No | \$6,067.00 | \$9,975.00 |

| 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) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 3 | 3.6 | Instructional Aides | No | \$31,529.00 | \$41,063.00 |
| 3 | 3.7 | Oversight of Academic Programs for Unduplicated Pupils | Yes | \$5,686.00 | \$8,473.00 |
| 3 | 3.8 | ELD Teacher | Yes | \$13,409.00 | \$16,605.00 |
| 3 | 3.9 | EL Curriculum | Yes | \$1,011.00 | \$1,374.00 |

2022-23 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) |
|--|---|---|--|--|--|--|
| \$148,861 | \$165,644.00 | \$167,879.00 | (\$2,235.00) | 0.01% | 0.00% | -0.01% |

| 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 | 1.7 | Targeted Professional Development | Yes | \$4,247.00 | \$1,295.00 | | |
| 1 | 1.8 | Bus Passes | Yes | \$300.00 | \$0.00 | | |
| 1 | 1.9 | Student Meals | Yes | \$1,200.00 | \$1,513.00 | | |
| 1 | 1.11 | Targeted Support for Unduplicated Pupils | Yes | \$97,681.00 | \$106,365.00 | | |
| 1 | 1.13 | Translation Services | Yes | \$3,236.00 | \$2,520.00 | | |
| 2 | 2.3 | Test Fees | Yes | | | 0.01% | 0.00% |
| 3 | 3.3 | Targeted Supports for Unduplicated Pupils | Yes | \$38,874.00 | \$29,734.00 | | |
| 3 | 3.7 | Oversight of Academic Programs for Unduplicated Pupils | Yes | \$5,686.00 | \$8,473.00 | | |
| 3 | 3.8 | ELD Teacher | Yes | \$13,409.00 | \$16,605.00 | | |
| 3 | 3.9 | EL Curriculum | Yes | \$1,011.00 | \$1,374.00 | | |

2022-23 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) |
|---|---|--|---|--|---|--|--|---|
| \$1,419,072 | \$148,861 | 0.00% | 10.49% | \$167,879.00 | 0.00% | 11.83% | \$0.00 | 0.00% |

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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
January 2022

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

LEA name:

Pivot Charter School Riverside

CDS code:

33-10330-0137836

Link to the LCAP:

(optional)

The LCAP can be found at
pivotriverside.com

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

TITLE I, PART A
TITLE II, PART A
TITLE IV, PART A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

Pivot Charter School engages in ongoing improvement cycles which comprehensively evaluate and assess the needs of the school and its students. Educational partner feedback is a key component in developing the school's goals and priorities. Various types of data are collected and used to monitor progress toward current LCAP goals and to identify new areas of need. Pivot's most recent LCAP goals are related to engagement, access, college and career programs, and academic progress. Actions related to each goal are funded primarily with state and local funds, and federal funds are used to supplement these efforts.

Federal funds are primarily used to increase supports for struggling students, particularly those who are socioeconomically disadvantaged. Many of these supports are incorporated into Pivot's Multi-Tiered Systems of Support (MTSS) and are targeted to ensure equal access, increase meaningful engagement, close achievement gaps, and improve student progress toward mastering content standards. Federal funds are also used to provide professional development to school personnel to ensure they are knowledgeable and skilled in providing these supports to students.

Alignment

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

Federal funds will be used to supplement programs and goals which are primarily dependent on state and local funds. Pivot's MTSS offerings are able to be expanded with the support of federal funds. These funds allow for the employment of a dedicated full time Director of Student Support Programs and other members of the MTSS team, who:

- Provide ongoing support and feedback to teachers and ensure they are properly implementing supports
- Facilitate communication and coordination among all individuals involved in each student's educational experience at Pivot, including the student, parents/guardians, general education teachers, special education teachers, counselors, paraprofessionals, tutors, school administrators, etc.
- Coordinate increased data collection and reporting to ensure early identification and timely intervention for students who are disengaged, low performing, or at risk of failing
- Assist in the examination of data related to each student's engagement and academic progress, and work with teachers to develop targeted plans to improve student performance
- Lead professional development related to supporting underprivileged students and reducing barriers to access, engagement, and achievement

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with

high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|--------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 <i>(as applicable)</i> |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pivot Charter School highly values collaboration with parents/guardians and families, and engages them in a variety of ways. These individuals have numerous opportunities to engage with the Governing Board, school administrators including the Executive Director, teachers, office staff, and other parents/families associated with Pivot. The school uses email, text messages, and mobile apps to communicate regularly with parents and families. Guidelines and policies for parent and family

interaction are detailed in the Student Parent Handbook. Professional development for school personnel includes strategies for effectively engaging families as equal partners. School administrators and experienced teachers mentor new school staff in developing rapport with families and establishing strong connections that yield successful collaboration.

The school provides parent orientations for all parents of new students, at various points throughout the school year. These orientations provide an opportunity for teachers and school administrators to train parents and family members on using technology for school, how to support their student in their academics, and how to monitor their student's progress. Teachers also meet at least once per month with each student's parent/guardian to discuss their student's performance and progress, State academic standards, State and local academic assessments, academic progression plans, any disciplinary issues, and outside resources that may be beneficial to the family (such as mental health resources, social programs for which they may qualify, or information regarding concurrent enrollment at local community colleges).

When special programs or accommodations are indicated, parents/guardians are equal partners in the process every step of the way. This applies to any student who has been identified as low performing or at risk of failing, or who may have (or need) an IEP, 504 plan, or special assessments related to these. All MTSS options for support are also developed in partnership with the parent/guardian.

Parent/family meetings and surveys are completed at various points in the school year. These assess families' satisfaction with Pivot's programs, request feedback regarding their interactions with school personnel, collect information regarding awareness and utilization of various special programs provided by the school, and solicit input regarding LCAP goals and areas for school improvement. All members of the public including parents, students, and families are welcome to attend Pivot's Governing Board meetings. The Board encourages families to attend and provide public comment.

Translation services are available for all meetings with parents and families. Pivot is committed to ensuring families fully understand the school's programs and offerings, their student's progress and performance, and their options for providing feedback and helping to shape the future of the school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SWP:

Pivot Charter School operates a Schoolwide Program (SWP) under Title I. Greater than 40% of the school's enrolled students are from low-income families, and the Governing Board has approved the school's plan.

Pivot Charter School provides an independent study program using a hybrid/blended model, combining online coursework with site-based offerings at the school's resource center. The program is primarily funded by revenues from state and local sources. Pivot Charter School operates a

Schoolwide Program (SWP) under Title I to supplement the school's offerings through independent study. Feedback from educational partners, analysis of data, and evaluation of student and family needs drive the development of the SWP.

Federal funds are used to increase supports for struggling students, particularly those who are socioeconomically disadvantaged. Pivot deems it extremely important to differentiate supports based on each student's unique circumstances. The SWP under Title I has allowed for the expansion of the school's Multi-Tiered Systems of Support (MTSS). The MTSS team designs targeted supports and interventions for each struggling student to ensure equal access, increase meaningful engagement, close achievement gaps, and improve student progress toward mastering content standards.

Strategies employed by the MTSS team include, but are not limited to:

- Evaluate and address student's access to appropriate technology such as computer and internet, providing additional devices on loan from the school when appropriate
- Assess physical circumstances from which the student engages in school work, and collaborate with the family to facilitate a calm, stable, focused learning environment free from disruptions/distractions
- Collaborate with student and family to develop a structured daily/weekly schedule that aligns with the student's learning style, progress goals, and life circumstances
- Schedule regular workshops and other instructional sessions to ensure the student regularly engages with credentialed teachers for each course
- Assign supplemental curricula such as Lexia, IXL, and/or iReady to remediate basic skills
- Provide daily progress reports to parents/guardians detailing their student's engagement and progress in courses
- Provide resources for counseling and mental health
- Provide resources for social programs related to nutrition, internet access, etc.
- Provide meals to students and encourage participation in Pivot's breakfast program
- Provide bus passes to promote student attendance in resource center offerings
- Provide additional translation services for families whose native language is not English
- Evaluate the need for special assessments, accommodations, or changes related to IEP and 504 plans.

The SWP includes the employment of a dedicated full time Director of Student Support Programs and other members of the MTSS team, who:

- Provide ongoing support and feedback to teachers and ensures they are properly implementing supports
- Facilitate communication and coordination among all individuals involved in each student's educational experience at Pivot, including the student, parents/guardians, general education teachers, special education teachers, counselors, paraprofessionals, tutors, school administrators, etc.
- Coordinate increased data collection and reporting to ensure early identification and timely intervention for students who are disengaged, low performing, or at risk of failing
- Assist in the examination of data related to each student's engagement and academic progress, and work with teachers to develop targeted plans to improve student performance

- Lead professional development related to supporting underprivileged students and reducing barriers to access, engagement, and achievement

TAS: N/A

Neglected or Delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Pivot Charter School operates a Schoolwide Program (SWP) under Title I. Greater than 40% of the school's enrolled students are from low-income families, and the Governing Board has approved the school's plan.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pivot Charter School serves homeless children and youths, and provides services under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.). The enrollment team supports the identification of homeless students and school personnel provide myriad resources to these individuals and their families. Homeless students qualify for several additional supports including technology devices to ensure access to online coursework, special considerations related to earning credits and making progress toward graduation, information about local services for health/wellness and shelter, and eligibility for continued enrollment during periods of transience.

The MTSS strategies under the SWP offer additional supports related to attendance and chronic absenteeism, and support homeless students in acquiring the assistance they need in order to successfully attend school. Homeless students also receive bus passes to facilitate attendance at the resource center. At the resource center they receive meals to ensure their nutritional needs are met, which enables them to focus more effectively on school work. School personnel work closely with homeless students and their families to address concerns around physical health and hygiene, mental health and counseling, behavior issues, and nutritional needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not formally coordinate with institutions of higher education. However, Pivot Charter School does have many courses and programs designed to prepare high school students for transitions to colleges and careers. Pivot encourages and facilitates concurrent enrollment at local community colleges. The school's Career Technical Education (CTE) programs promote exploration of aptitudes and career possibilities, and provide educational pathways that help students transition successfully to college and career programs after graduation from high school.

Pivot Charter School also assists students in their transitions from elementary to middle school to high school. Middle school students use the same benchmark assessment system and targeted remediation instruction that is used by elementary students. This provides continuity in basic skills assessment from elementary to middle school, and ensures that all basic skills from K-8 standards are addressed and remediated before transitioning to high school. When students transition to middle school, they begin using the same online curriculum system that is used for high school core courses. This helps prepare middle school students for the depth and rigor of high school coursework.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds are not used for formal GATE or library programs. However, Pivot Charter School does address the needs of gifted and talented students through differentiated academic plans. Pivot maintains diverse course offerings including many Advanced Placement courses, and promotes concurrent enrollment at local community colleges. Pivot's core educational program has a strong focus on digital literacy which is evident in student orientation, ongoing communication with students/families, and the content of online courses.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pivot Charter School supports a wide variety of professional development opportunities for its teachers, principal equivalents, other school leaders, and instructional support staff. Examples of offerings include induction programs, credential programs, advanced degree programs and related coursework, conferences, workshops, and seminars. Many professional development opportunities are focused on the unique needs of various students such as foster youth, homeless youth, English Learners, socioeconomically disadvantaged students, and students with exceptional needs. Federal Title II funding allows Pivot to expand its professional learning opportunities and increase the quality and effectiveness of its instructional staff and leadership.

All new teachers with preliminary credentials are provided opportunities to participate in state approved teacher induction programs with experienced Pivot Charter School teachers as mentors. The school funds the induction program for new teachers and also provides stipends to teachers who serve as induction mentors.

Teachers are encouraged to pursue additional credentials, whether in additional subject areas or in administrative leadership. The school also supports instructional staff members and school leaders who pursue advanced degrees through masters and doctoral programs.

Pivot Charter School facilitates attendance at conferences, workshops, and seminars for its instructional staff and school leaders, especially for events that have an instructional and/or leadership focus. Title II funds support registration costs and eligible travel expenses for these professional learning activities.

Pivot's systems of professional growth and improvement are designed to build the capacity of instructional staff and school leaders. Consequently, these systems are intended to improve the performance of students by providing them access to effective high quality instruction.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The LEA is a single charter school, so there is no option of allocating funds to more than one school. The single charter school will receive all Title II funds regardless of CSI or ATSI status.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pivot Charter School administration will gather feedback from staff members regarding their experiences with professional development opportunities provided by the school, and will take all suggestions for improvement into consideration. School administration will make adjustments accordingly to systems of professional growth and improvement.

Performance evaluations are conducted to evaluate the quality and effectiveness of teachers, administrators, school leaders, and other instructional staff members. These evaluations will be reviewed to determine whether educators are improving in their skills and abilities. Instructional staff and other school leaders will have targeted professional development plans created based on the results of their performance reviews.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pivot Charter School developed its application for federal funds in consultation with educational partner groups and in response to identified needs of students, families, and the school as a whole. Various types of data were collected and used to monitor progress toward current LCAP goals and to identify new areas of need. Pivot's most recent LCAP goals are related to engagement, access, college and career programs, and academic progress. Actions related to each goal are funded primarily with state and local funds, and federal funds are used to supplement these efforts.

Federal funds are primarily used to increase supports for struggling students, particularly those who are socioeconomically disadvantaged. Many of these supports are incorporated into Pivot's Multi-Tiered Systems of Support (MTSS) and are targeted to ensure equal access, increase meaningful engagement, close achievement gaps, and improve student progress toward mastering content standards.

The school does not formally partner with institutions of higher education. However, Pivot Charter School does facilitate concurrent enrollment at local community colleges, and the school has many courses and programs designed to prepare high school students for colleges and careers. The school's Career Technical Education (CTE) programs promote exploration of aptitudes and career possibilities, and provide educational pathways that help students transition successfully to college and career programs after graduation from high school.

Providing a well-rounded education to students is incredibly important to Pivot. Curricular offerings include a wide variety of non-core courses such as art, music, fashion, computer science, gaming, agriculture, marketing, and graphic design. Students are encouraged to broaden their educational horizons and to explore many different curricular areas. Pivot also includes community service in its curricular offerings. Students who are struggling and subsequently involved in the MTSS process sometimes find that a renewed focus on elective coursework sparks their interest and motivation. One successful strategy of the MTSS team is to cultivate the student's passion and interest in education

by temporarily shifting the focus to elective coursework. Students sometimes find they can increase their motivation and engagement when they deem the topic of study to be less intimidating than certain traditional core courses.

Federal funds support the employment of the Director of Student Support Systems and the MTSS team by funding these positions' compensation and benefits. Members of the MTSS team direct academic counseling/advising for struggling students going through the MTSS process and promote engagement in a wide variety of educational disciplines that align with students' interests and college/career goals.

Health and safety is a high priority. Pivot staff take pride in developing meaningful relationships with their students and families, and these high quality relationships enable Pivot to promote student wellness effectively. The expanded MTSS services funded with federal revenues include increased follow up regarding student safety, nutrition, counseling, and other wellness resources.

Federal funds support the employment of the Director of Student Support Systems and the MTSS team by funding these positions' compensation and benefits. Members of the MTSS team consult with school staff and parents/guardians regarding the health and safety of students going through the MTSS process, and provide resources to students and families to address identified areas of concern.

Technology is a key component of Pivot's educational programs. Much of the coursework is completed online, and it is crucial for students to have access to computers and internet. The MTSS process includes an evaluation of each student's access to technology, and the MTSS team may recommend additional technological tools and devices for the school to loan to the student. Pivot is committed to closing the digital divide and ensuring equal access to technology for all students, regardless of socioeconomic status.

Federal funds support the employment of the Director of Student Support Systems and the MTSS team by funding these positions' compensation and benefits. Members of the MTSS team oversee technological access evaluations for struggling students and coordinate with other school personnel to ensure students have access to the technological tools they need in order to engage in their course work appropriately and effectively.

The effectiveness of activities carried out under federal programs will be evaluated at least annually. Metrics for student access, engagement, and progress will be reviewed to determine whether improvements are occurring. If needed, activities will be modified to address areas of concern. In general, effectiveness of programs and activities will be evaluated each spring and updates will be reflected in the annual LCAP adopted in June. Pivot is devoted to providing an equitable education of high quality to all students, regardless of background or circumstances, and will ensure annual plans reflect goals and actions designed to achieve this aim.

Objectives for Pivot Charter School's Title IV program are as follows:

- Objective 1: Improve conditions for learning by addressing the health and safety of struggling students
- Objective 2: Promote a broad course of study and encourage engagement in educational disciplines that align with students' interests and college/career goals

- Objective 3: Ensure equal access to technological resources so that all students can engage appropriately and effectively

Metrics to be evaluated and intended outcomes are as follows:

- Student and parent/guardian surveys: survey responses rating the health and safety of students should increase if Objective 1 is being adequately met.
- Course enrollment and completion rates: Effective progress on Objective 2 would be indicated by increased enrollment rates for CTE courses/pathways, elective courses, and concurrent enrollment in local community college courses
- Loan rates for materials, student and parent/guardian surveys: Increased rates of materials check-out to students are expected to be linked to the successful achievement of Objective 3. Survey responses regarding access to technology should also improve, with a corresponding decrease in the number of students reporting lack of consistent access to technological devices.

Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|--------------------------------|-------------------------------------|---|
| Pivot Charter School Riverside | Jayna Gaskell Executive Director | jgaskell@pivotcharter.org 530-636-4362 |

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Teachers | Number | Percent |
|--|--------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 |

| Access to Instructional Materials | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | 3 | | |

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | 3 | | |

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Career Technical Education | | | | 4 | |
| Health Education Content Standards | | | | 4 | |
| Physical Education Model Content Standards | | | | 4 | |
| Visual and Performing Arts | | | | 4 | |
| World Language | | | | 4 | |

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | 4 | |

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Building relationships is at the core of what Pivot Charter School does. Our goal at Pivot is to use these relationships to transform student's experience in education. Training for Pivot staff centers on building consensus and culture around the belief that developing meaningful relationships with students and their entire support team is the most impactful action an educator can take. Pivot also focuses on helping our educators to continually develop tools to support in fostering these relationships. Teachers communicate weekly with parents and meet each month with the parents and students. Feedback from parents and guardians consistently highlights the strong relationships that staff are able to build with their students and families. These relationships are built with constant and honest communication, as well as trust, respect, and flexibility in how education is delivered to the students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Pivot Charter School is working on getting more communications and documents translated into languages other than English. Many Spanish-speaking families are assigned a Spanish-speaking Educational Coordinator but not all are, so it's important that communication is always provided in the primary language as quickly as possible, whether it be in written or verbal form. Additionally, several staff development sessions have focused on themes of diversity, equity, and inclusion (DEI). A focus area has been increasing awareness of diverse backgrounds and identities, with the aim of improving the cultural inclusivity of relationships between families and school staff.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Recently Pivot Charter School designated specialized Educational Coordinators for underrepresented families. Many students who were identified as homeless or foster youth, along with students who were identified as English Learners, were assigned an Educational Coordinator that has knowledge and skills that could most benefit these groups. Pivot will continue to build off of these positions so that families of these underrepresented students can build a stronger relationship on understanding and trust. Pivot will be launching a program called Pivot PRIDE that is focused on building culture and community for all students. This will incorporate a monthly inclusive "caregiver" connection that will provide a school to community connection surrounding Pivot's core values and actionable steps that caregivers can take to support their students outside of school. These outreach efforts will include various resources and Spanish translation.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | | 4 | |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | 3 | | |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | 4 | |

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

This year, Pivot has worked to expand communication and collaboration between entire student teams. These teams may include combinations of the following: the student, parents or guardians, other family members that support the student, general education teachers, special education teachers, school counselors, education advocates, and/or social workers. Pivot knows that when all stakeholders are on the same page and working for the student, outcomes improve. Through group texts, emails, and meetings Pivot teachers and staff communicate regularly to student teams about progress and areas of need to support improved student outcomes. Expectations related to the independent study program are communicated to student's teams prior to enrollment, during enrollment, and after enrollment. Student teams meet at minimum once per month to discuss the student's progress. Educational Coordinators (general education teachers) meet with students weekly, at minimum, to discuss the student's progress. In addition to regular meetings, focused SST (Student Support Team) meetings are often scheduled with students identified through Pivot's Multi-Tiered System of Support (MTSS) process. These additional meetings bring together the student's team to help support the student who may be struggling in Pivot's independent study program.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In the past school year, the LEA developed a staff training focused specifically on the philosophies related to the connection between partnerships and student outcomes. This effort will be continued through the development of instructional materials and shared resources around the best practices in this area. Furthermore, the LEA will be adding an administrator into the SST meeting process to improve outcomes for students.

The LEA will also continue to improve communication and outreach efforts in order to increase the level of partner engagement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will improve engagement of underrepresented families in partnerships by expanding the members of a student's team to include their English Language Development teacher and Foster/Homeless Liaison, where applicable. The LEA will also continue to expand the connection of multilingual Educational Coordinators to families that can benefit from a teacher who speaks their home language. Parent/Guardian supports will also be expanded in an ongoing skills program in multiple languages.

Pivot Charter School will also seek ways to improve how families can be provided with information and resources to support student learning and development in the home. Especially in an independent study program, it is essential that families thoroughly know how they can support their students. Communication is often directed toward the student first, and parents or guardians second, but addressing it as a team approach earlier upon enrollment at the school can make students feel vastly more supported in their education.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | 3 | | |
| 10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | 3 | | |
| 11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | 3 | | |
| 12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | 3 | | |

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Pivot works to engage families and student’s teams primarily through the regular communication by Educational Coordinators (general education teachers), which typically includes all members of a student’s team on a weekly and sometimes daily basis. Pivot also communicates through Parentsquare, a schoolwide communication system that uses email, phone and text. To keep students and families/guardians aware of school events, policies, and to ask for their feedback through surveys. Parents also have the ability to attend every Governing Board meeting from the comfort of their own home through the online live feed of every Board meeting. Or, if they are unable to access the technology to do so, they may attend at the school site where staff will facilitate the streaming of the Governing Board meeting and allow for anyone to participate. However, regardless of the multiple ways Pivot provides for families and partners to engage with the decision making, very few engage. We have low survey response rates and minimal participation in Governing Board meetings. Families attend their students meeting with teachers so we continue to rely on these meetings for primary feedback and communication.

- Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

The LEA has struggled to engage students, families, and/or guardians in input for decision making, due to low engagement at the many events planned for their participation, including Governing Board meetings. The LEA can improve by sending out surveys more regularly throughout the year, whereas currently most feedback is requested at the end of the year. The LEA could also improve by integrating a system for family/guardian/support person involvement throughout the year, which build upon the current training when the student begins.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA will improve by sending out more regular surveys for feedback, instead of feedback being limited to the end of the year. The LEA also plans to create weekly sessions for parents, guardians, or other team members to attend continued training for supporting their students and to provide input on program needs.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1. DATA: A local climate survey of Pivot Charter School students and parents was conducted. Results were generally positive, with 81.5% of students indicating they felt Pivot was a welcoming and friendly place, 70.4% of students indicating that their teachers were sensitive to their needs, and 70.4% of students indicating that they believe that they can be successful in school. A majority of students also indicated that they think participating in the supplemental program time and/or workshops at the resource center was beneficial to their academic progress, and that they feel Pivot is preparing them well for college or a career.

Parents and guardians were also surveyed, with 100% indicating that they were satisfied with Pivot Charter School and 100% indicating that they were satisfied with the curriculum. When surveyed regarding how prepared they believe their student will be for college or a career after Pivot, 90.9% indicated that they believed their student was prepared.

2. MEANING: An area indicated as a need for improvement was in the area of social and emotional development and counseling. Many students commented that they want to see more clubs or social events at the resource center.

3. USE: Next year we will be launching a program called Pivot PRIDE across all Pivot campuses with the goal of improved culture and climate along with explicit Social Emotional Learning targets. This program will include the development of Pivot core values that are streamlined for best student and community understanding using the letters of PRIDE. Each month of the school year will be focused on a different letter/value which is also connected to a Social-Emotional Learning key competency. For example in September the focus will be PERSEVERANCE and the SEL competency of Self-Awareness. Throughout the month there will be weekly homeroom lessons focused on the related SEL skills, monthly fun pep rallies around the core value, and challenges that students will participate in throughout the month to earn badges and positive recognition. Each month resources will also be sent to student's

caregivers extending the work being done at school. There will also be increased on-campus events and opportunities through Pivot PRIDE, in addition to the virtual events such as pep rallies and homerooms.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The metrics and tools that the LEA will be using to track the extent to which all students have access to a broad course of study will be our updated course library, as well as our internal recommended course list for concurrent enrollment. The LEA will measure the extent to which students are enrolled in a broad course of study by examining the number of students who enroll in each course and the number of students who go on to complete those courses. We will also examine the number of students engaged in concurrent enrollment. Each of these metrics will be broken out to show grade spans, unduplicated student groups, and individuals with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Elementary students access core coursework online and additional coursework while attending the on-site program at the resource center. While the elementary program is a “homeschool” type program, the elementary teacher is able to supplement the online curriculum with projects, group work, and topics not covered by the curriculum at the resource center. However, students are not required to attend the on-site program so some students do not participate in the supplemental site based program. If these homeschool students do not have a parent or guardian at home who will work with them on a regular basis, and if they do not attend the supplemental resource center, they can fall behind and their ability to access the curriculum can be limited. Parents are trained before the school year starts and throughout the year on the implementation of the curriculum. A credentialed teacher monitors each student’s work daily, but if the parent is not interested in working with the student at home, this can affect the student’s ability to access the full curriculum.

Middle school students access core coursework online. All middle school students have access to a broad course of study including core courses, remediation and electives. Additional supplemental courses and activities are also offered through the supplemental, voluntary on-site program at the resource center. At the resource center, teachers are able to lead workshops, clubs, and electives that are not offered through the online curriculum. However, students are not required to attend the on-site program so some students do not participate in the supplemental on-site educational offerings.

High school students access core coursework online. All high school students have access to a broad course of study including core courses, remediation and electives. Additional supplemental courses and activities are also offered through the supplemental, voluntary on-site program at the resource center. At the resource center, teachers are able to lead workshops, clubs, and electives that are not offered through the online curriculum. However, students are not required to attend the on-site program so some students do not participate in the supplemental on-site educational offerings.

Pivot Charter School offers high school students a wide variety of courses that span the CTE, technology, and VAPA categories, as well as A-G and Advanced Placement courses. The teachers at Pivot Charter School also encourage concurrent enrollment at local community colleges and help students navigate the enrollment process at those schools.

Students at Pivot had access to a wide variety of courses. For example, Pivot students accessed 109 different electives on one curriculum platform used by the program.

Students may access their online courses anywhere there is internet access and through many devices such as computers, tablets and phones. Pivot provides one-to-one access to laptops at the resource center and loans computers to students who do not have access to computers once they leave the resource center.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Elementary students that don't attend the resource center program have the greatest barrier to accessing a broad course of study if they do not have a parent at home who is working with the student on a daily basis. Parents are oriented about the requirements of the program and trained to implement the curriculum prior to classes beginning. They also receive ongoing training throughout the year regarding the content or technological requirements of the program, but Pivot recognizes that some parents do not realize the commitment needed to work with elementary students in an independent study/homeschool program. Elective courses offered through the curriculum, in addition to the i-Ready supplemental program, can help provide a broader course of study to Pivot Charter School's "homeschool" students. Field trips are offered to all students and participation in these field trips is another way to create excitement around attending the on-site program at the resource center, as well as a way to promote socialization.

Another barrier that was identified through this examination was the low number of electives being taken by middle school students, who are often primarily focused on completing their core content. Middle school students who attend the resources center or participate in field trips regularly do have the opportunity to engage in enrichment activities. However, those that do not engage in these activities and do not take an elective course, may not engage with other areas of study. When students are behind in critical ELA and math skills, we focus on those core courses, potentially limiting the time available for students to take other types of courses.

One major barrier identified in this study was the limitations created by the use of academies for students in high school. By asking students and their teams to select a pathway in 9th and 10th grades, some students were selecting out of a more broad course of study that they could have found success in.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA will create more embedded support for middle school students within their core curriculum to provide more students to participate in elective course work. These supports will focus partly on creating assignment alternatives that connect to a broader range of the student's knowledge and experience. Pivot will also create more accurate and engaging course catalogs for teachers, students, and their teams to review eligible elective coursework.

The LEA will remove the academy selection form and process for 9th and 10th graders, and instead expose them to the widest options for choices. Narrowing of courses will occur later, when students' individual goals and best interests become more clear.

Pivot has expanded the use of on-site support and enrichment courses for high school students. These will continue to be strengthened by embedding these activities in students dashboards, for better tracking and wider use across schools.