

LCFF Budget Overview for Parents

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

CDS Code: 33-10330-0137836

School Year: 2024-25

LEA contact information:

Jayna Gaskell

Executive Director

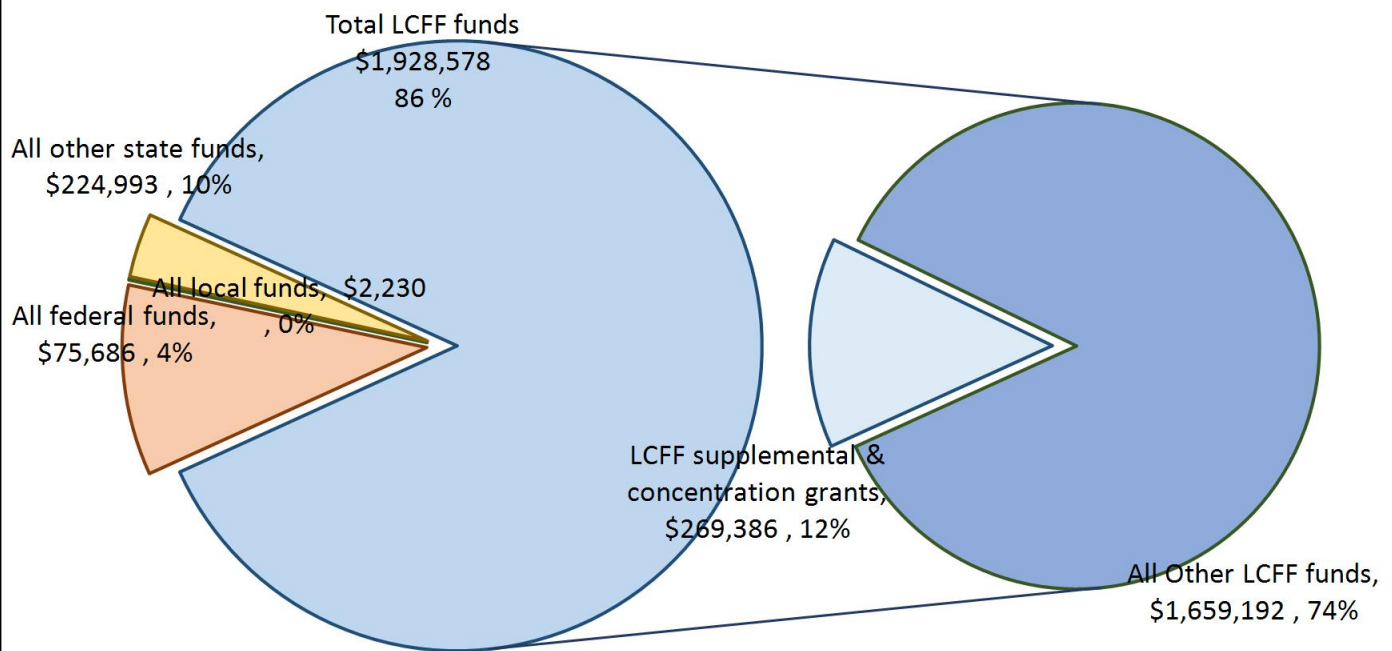
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530-636-4362

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 2024-25 School Year

Projected Revenue by Fund Source

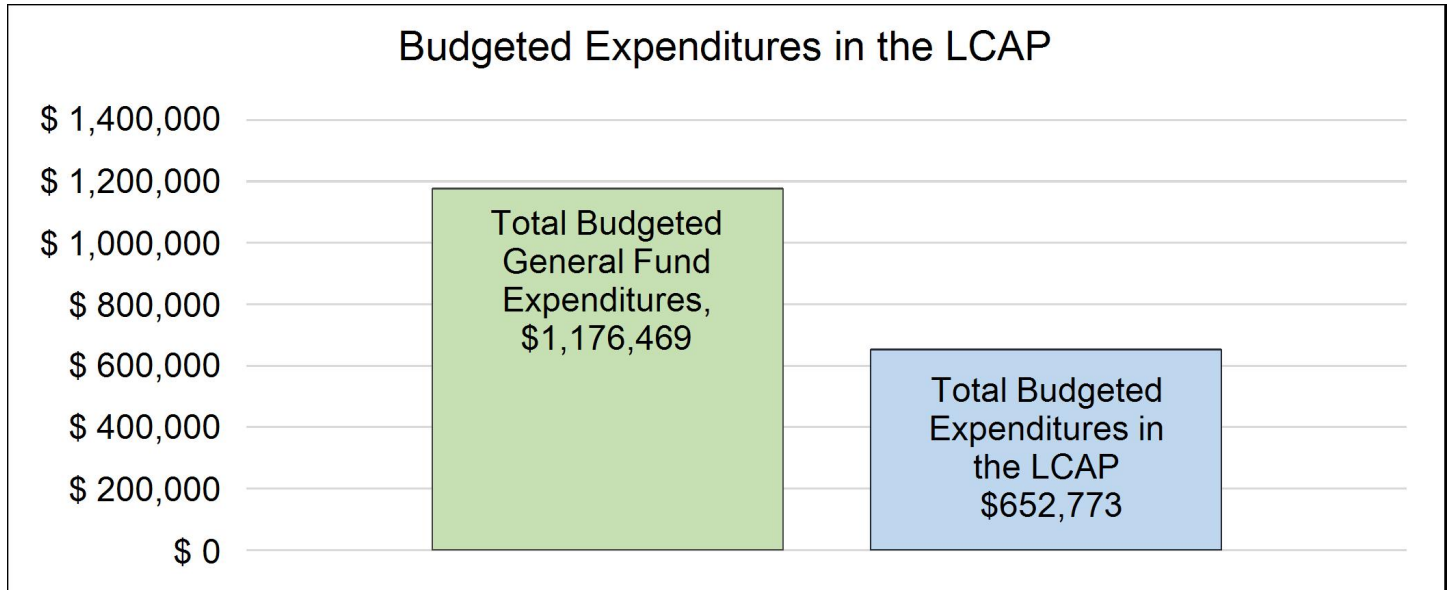


This chart shows the total general purpose revenue Pivot Charter School Riverside expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pivot Charter School Riverside is \$2,231,487, of which \$1,928,578 is Local Control Funding Formula (LCFF), \$224,993 is other state funds, \$2,230 is local funds, and \$75,686 is federal funds. Of the \$1,928,578 in LCFF Funds, \$269,386 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 2024-25. 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 \$1,176,469 for the 2024-25 school year. Of that amount, \$652,773 is tied to actions/services in the LCAP and \$523,696 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

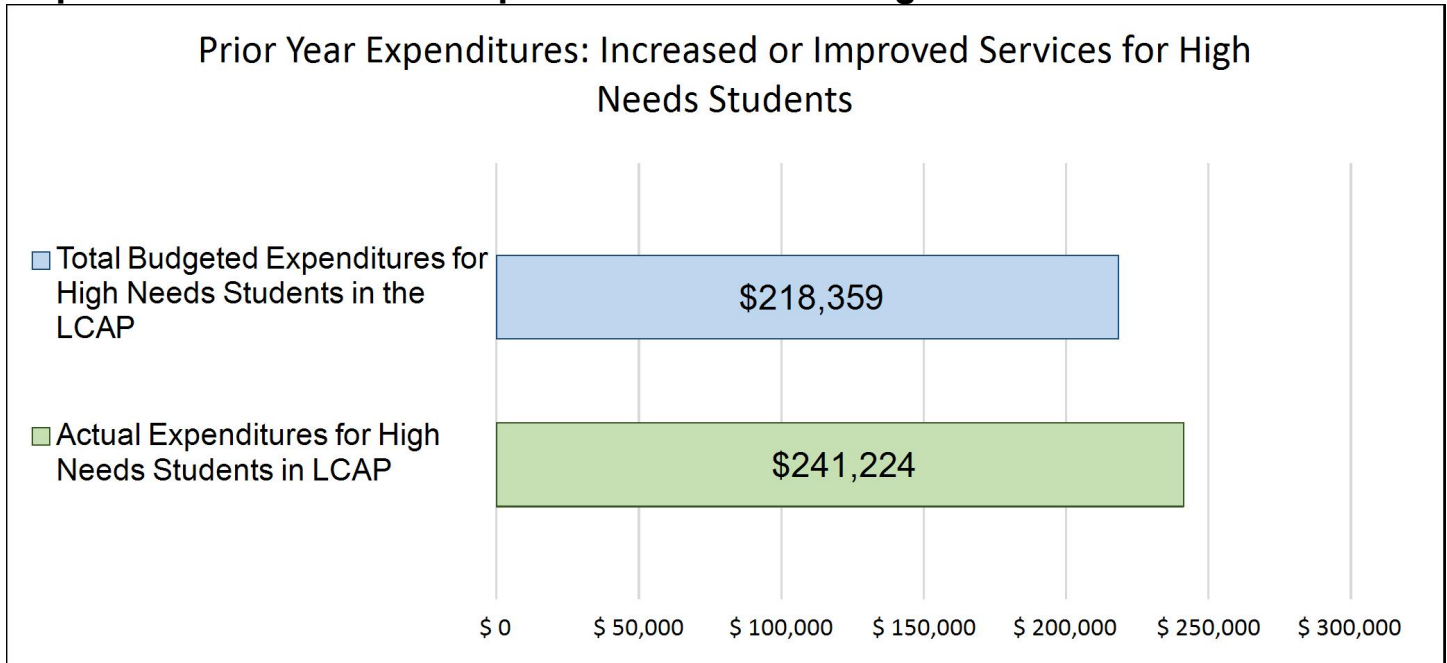
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Many of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services,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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Pivot Charter School Riverside is projecting it will receive \$269,386 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 \$320,601 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 2023-24



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 2023-24, Pivot Charter School Riverside's LCAP budgeted \$218,359 for planned actions to increase or improve services for high needs students. Pivot Charter School Riverside actually spent \$241,224 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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	61.5% of students enrolled in the 2023-24 school year also enrolled in the 2022-23 school year 59.4% of unduplicated students enrolled in the 2023-24 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.
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	5.8% of students were withdrawn through the MTSS process in 2020-21 9.4% of unduplicated students were withdrawn through the	5.1% of students were withdrawn through the MTSS process in 2021-22 5% of unduplicated students were withdrawn through the	4.2% of students were withdrawn through the MTSS process in 2022-23 3.8% of unduplicated students were withdrawn through the	Maintain the withdrawal rate at below 3.5% for the general population and unduplicated students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	MTSS process in 2019-20	MTSS process in 2020-21	MTSS process in 2021-22	MTSS process in 2022-23	
Chronic absenteeism - As measured by the CA School Dashboard (K-8 students only) and DataQuest (all students)	<p>15.8% of students were chronically absent as reported on 2019 CA School Dashboard (K-8 students)</p> <p>27.3% of students with disabilities were chronically absent</p> <p>18.8% of socioeconomically disadvantaged students were chronically absent</p> <p>25.7% of students were chronically absent as reported on DataQuest for 2018-19 (all students)</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>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 DataQuest absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they</p>	<p>25% of students were chronically absent as reported on 2022 CA School Dashboard (K-8 students)</p> <p>22.6% of Hispanic students were chronically absent</p> <p>29.5% of socioeconomically disadvantaged students were chronically absent</p> <p>39.9% of students were chronically absent as reported on DataQuest for 2021-22 (all students)</p>	<p>30.9% of students were chronically absent as reported on 2023 CA School Dashboard (K-8 students)</p> <p>35.6% of Hispanic students were chronically absent</p> <p>40.8% of socioeconomically disadvantaged students were chronically absent</p> <p>21.7% of students with disabilities were chronically absent</p> <p>61.1% of students were chronically absent as reported on DataQuest for 2022-23(all students)</p>	<p>Maintain or decrease the chronic absenteeism rate for general population K-8 students (CA School Dashboard).</p> <p>Decrease the chronic absenteeism rate for subgroup populations by 3%.</p> <p>Maintain or decrease the chronic absenteeism rate for general population K-12 students (DataQuest).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		are unavailable for public release. 26.1% of students were chronically absent as reported on DataQuest for 2020-21 (all students)			
Parent and student surveys (Program)	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." 84.3% of parents surveyed in Spring 2021 were satisfied with Pivot Charter School overall	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." 100% of parents surveyed in Spring 2022 were satisfied with Pivot Charter School overall	100% of parents surveyed in Spring 2023 agreed with the statement "The MTSS supports provided to my student helped my student be more successful." 100% of parents surveyed in Spring 2023 were satisfied with Pivot Charter School overall	80% of parents surveyed in Spring 2024 agreed with the statement "The MTSS supports provided to my student helped my student be more successful." 92.9% of parents surveyed in Spring 2024 were satisfied with Pivot Charter School overall	Increase satisfaction until at least 85% and then maintain annually.
Teacher misassignments - As reported on the CA School Dashboard Local Indicator	1 EL misassignment	0 misassignments	0 misassignments	0 misassignments	Maintain 0 misassignments.
Suspension Rate - As reported by the CA School Dashboard	1.6% of students were suspended at least once as reported on 2019 CA School Dashboard	Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California	0.5% of students were suspended at least once as reported on 2022 CA School Dashboard	0% of students were suspended at least once as reported on 2023 CA School Dashboard	Maintain the suspension rate for the general population and decrease the suspension rate for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>0.8% 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>	<p>0% of English Learners were suspended at least once</p> <p>0% of Homeless youth were suspended at least once</p> <p>0% of socioeconomically disadvantaged students were suspended at least once</p> <p>0% of students with disabilities were suspended at least once</p> <p>0% of Hispanic students were suspended at least once</p>	<p>subgroups until rate is 2% or below.</p>
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	0.0% of students were expelled as reported on DataQuest for 2022-23	Maintain an expulsion rate of less than 1%.
COVID outbreaks and hazards		0 COVID outbreaks, as defined by California Department of Public Health	0 COVID outbreaks, as defined by California Department of Public Health	0 COVID outbreaks, as defined by California Department of Public Health	Maintain 0 COVID outbreaks or hazards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		0 reported COVID hazards on Pivot's COVID Hazard Reporting Form	0 reported COVID hazards on Pivot's COVID Hazard Reporting Form	0 reported COVID hazards on Pivot's COVID Hazard Reporting Form	
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.	Of parents and students surveyed in Spring 2024 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."	85.7% of parents surveyed in Spring 2024 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 School Dashboard Local Indicator			There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2022 CA School Dashboard	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2023 CA School Dashboard	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
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."	75% of parents surveyed in Spring 2024 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%	2023-24 P-1 ADA: 142.67 Attendance %: 87.10% 2023-24 P-2 ADA: 144.09 Attendance %: 86.82%	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. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	As reported on DataQuest, 35.5% of students in the 2022-23 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	Reduce the high school dropout rate by 5%. Maintain 0 middle school dropouts.
Broad course of study - Number of different			Fall 2022	Fall 2023	Goal for broad course of study:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
courses available to students in each category and percentage of high school students who earned credits in each category			<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 World Language 19</p> <p>HIGH SCHOOLERS EARNED CREDITS Community Service 6.59% CTE 14.29% Electives 82.42% English 53.85%</p>	<p>ELEMENTARY Electives 22 Language Arts 21 Math 20 P.E. 2 Science 20 Social Studies 20</p> <p>MIDDLE SCHOOL Electives 29 Language Arts 17 Mathematics 18 Physical Education 4 Science 16 Social Science 10</p> <p>HIGH SCHOOL Community Service 1 CTE 202 Electives 81 English 27 History/Social Studies 10 Mathematics 31 Physical Education 9 Science 94 VAPA 8 World Language 19</p> <p>HIGH SCHOOLERS EARNED CREDITS Community Service 38.46% CTE 15.38% Electives 86.54%</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
			History/Social Studies 41.76% Mathematics 41.76% Physical Education 47.25% Science 38.46% VAPA 7.69% World Language 2.20%	English 51.92% History/Social Studies 43.27% Mathematics 53.85% Physical Education 38.46% Science 50% VAPA 17.31% World Language 25%	
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 of more in READING: 24.44% % of EL students who averaged 40 minutes/week of more in READING: 71.43% % of students who averaged 40 minutes/week or more in MATH: 30.05% % of students with disabilities who averaged 40 minutes/week of more in MATH: 46.67%	% of students who averaged 40 minutes/week or more in READING: 13.83% % of students with disabilities who averaged 40 minutes/week of more in READING: 22.45% % of EL students who averaged 40 minutes/week of more in READING: 40.00% % of students who averaged 40 minutes/week or more in MATH: 27.13% % of students with disabilities who averaged 40 minutes/week of more in MATH: 31.37%	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
			% of EL students who averaged 40 minutes/week of more in MATH: 42.86%	% of EL students who averaged 40 minutes/week of more in MATH: 44.44%	

Goal Analysis

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.

All actions continued to support Pivot’s goal to create a positive environment for all students. All planned actions under this goal were implemented, including the hiring and utilization of a new attendance clerk focused on improving school engagement. There were a few actions that remain partially implemented including Action 6: Professional Development, Action 7: Targeted Professional Development, Action 10: Social-Emotional Learning, Action 13: Translation Services. Pivot would like to continue to develop structured professional development for staff, implement a new social-emotional learning curriculum, and continue to improve the types of translation services available to families.

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.

Goal 1, Action 1: Pivot spent significantly more than anticipated on MTSS related costs, particularly related to the MTSS grant which was awarded to the school. Pivot worked with the grant administering entity to extend the timeline of grant expenditures, enabling Pivot to expend more grant funds in 2023-24.

Goal 1, Action 2: Pivot spent significantly more than was budgeted in this area due to student needs. Inflation and the rising cost of living are seemingly impacting more families’ abilities to purchase devices, so a higher proportion of students need to borrow them from the school. Pivot has had to purchase more devices than expected in order to meet the needs of our students.

Goal 1, Action 8: No bus passes have been purchased this year due to the fact that local public transportation agencies have continued to offer free bus rides to students.

Goal 1, Action 10: Spending has exceeded what was budgeted due to ongoing increasing social-emotional needs of students. Pivot hired more counselors than originally budgeted for the 2023-24 year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1, Action 1: MTSS is going well and we believe this action is effective in supporting students. Teachers and staff are appreciative of the continuously improving structure and process.

Goal 1, Action 2 and 3: We have been purchasing student equipment and materials regularly and in response to need. We have more student devices this year than ever before, and this action is serving students effectively. Pivot's Technology Coordinator ensures sufficient devices are available to all students who need them, identifies and disposes of old technology, tags and catalogs all Pivot technology equipment, manages the security of school devices, and trains staff on phishing and general cybersecurity.

Goal 1, Action 4: The COVID-19 Coordinator actively works to oversee the implementation of health and safety protocols, which helps minimize school related COVID-19 exposures. Facilities have ample Personal Protective Equipment (PPE). The COVID-19 Coordinator notifies students, parents/guardians, and staff members of any potential close contact with COVID and ensures all requirements are followed with respect to testing, isolation and quarantine, and COVID case reporting. Since federal, state, and local agencies have been phasing out COVID-19 restrictions and reporting, the workload for this position is diminishing. While it has been an incredibly effective LCAP action over the last few years, Pivot will evaluate the need for continued efforts in this area and make adjustments as needed.

Goal 1, Action 5: Pivot's facilities are being utilized effectively for in-person activities. Students are engaging in on-site courses, clubs, academic testing, field trips, and other community-building activities.

Goal 1, Action 6 and 7: Professional development offerings have increased during this LCAP cycle, partially due to continued funding through the Educator Effectiveness Grant. Additional targeted professional development sessions have been designed to help individuals identify potential issues related to diversity, equity, and inclusion as they arise, and to empower staff to speak up and address these issues effectively and productively. These actions have been effective in improving the skills and knowledge of Pivot employees. However, we do plan to improve the structure of professional development offerings to ensure all staff take advantage of opportunities relevant to their positions and interests.

Goal 1, Action 8 and 9: Pivot maintains a stock of bus passes for students who can benefit from transportation assistance to/from their in-person educational activities through Pivot. Pivot maintains a stocked supply of meals available to students. These supports have been effective in promoting attendance at site-based activities and events, and have ensured that students' basic nutritional needs are met prior to engaging in school activities on site. These supports are especially helpful for students experiencing economic difficulties or food insecurity.

Goal 1, Action 10: Pivot has implemented a new initiative called "Pivot P.R.I.D.E." which incorporates weekly standards aligned SEL lessons created by the counseling team and Director of Student Support Programs, centered around the core values of P.R.I.D.E.- Perseverance, Readiness, Inclusivity, Dedication and Excellence. This initiative has been effective in increasing student participation in activities related to school culture, and the counseling team plans to expand their offerings for general education students including one-on-one and small group support as well as providing additional professional development for the staff.

Goal 1, Action 11: Pivot has several dedicated Educational Coordinators whose caseload is primarily unduplicated pupils. MTSS and Truancy processes now include addressing the needs of unduplicated pupils specifically. This action has been particularly effective in connecting students with particular needs to teachers who are skilled in supporting those needs.

Goal 1, Action 12 and 13: Pivot staff have been trained in Pivot's additional communication tools and utilize them regularly. We will continue to expand the use of translation services available related to family communication.

Goal 1, Action 14: The hiring and utilization of the Attendance Clerk, as well as other attendance efforts, have played a role in improving attendance outcomes for students in 2023-24. Chronic absenteeism has remained high over the three year LCAP cycle, and we believe the COVID-19 pandemic played a large role in the increases to chronic absenteeism across the state. We will be able to evaluate the impact of the new attendance clerk position once the 2024 CA Dashboard is available.

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.

Each action in Goal 1 was effective overall, though there are still improvements that can be made. Many of our metrics were greatly affected by the COVID-19 pandemic, making it difficult to track effectiveness over this time period. In the new cycle, we will focus Goal 1 more around the idea of relationship building and will refine our actions to ensure each action has metrics directly tied to it. With these improvements, we expect it will be more clear as to whether or not actions have been effective. We will continue to focus on actions related to increasing access, such as technology and transportation. We will also refine actions related to social-emotional learning and school community building to ensure that we are meeting the needs of all students under the MTSS framework.

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.

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	Spring 2022-23: 2.90 Fall 2023-24: 1.89	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 semester and earned credits for at least one CTE course (not exploratory) that school year	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	34.8% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2022-23 school year	Increase CTE coursework completion rates by 4%.
Career explorations - Percentage of high school students who were enrolled with Pivot at least one full	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%	Spring 2022-23: 11.1% Fall 2023-24: 3.8%	Increase the percentage of students who participate in career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
semester and have taken a career explorations course and/or career aptitude assessment					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	0% of students in grades 11-12 completed a course at a junior or community college in 2022-23	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	<p>Percentage of students identified as "prepared" for college/career as reported on 2019 CA School Dashboard:</p> <p>0% of all high school graduates</p> <p>0% of socioeconomically disadvantaged high school graduates</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>	The College/Career indicator was not reported on the 2022 Dashboard.	<p>Percentage of students identified as ""prepared"" for college/career as reported on 2023 CA School Dashboard:</p> <p>3.2% of all high school graduates</p> <p>4.2% of socioeconomically disadvantaged high school graduates.</p>	Increase the percentage of students who are declared "prepared" for college and career by 7% for the general population and subgroups.
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	85.7% of parents surveyed in Spring 2024 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)-			6.5% met the University of California	8.8% met the University of California	Increase to 15%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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			(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	(UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass), as reported on 2023 CA School Dashboard	
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	0% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2023 CA School Dashboard	Increase to 10%.
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	0% 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 2023 CA School Dashboard	Increase by 1% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2023 CA School Dashboard	Increase by 0.5% each year.

Goal Analysis

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.

Pivot has continued to expand its offering of Career Technical Electives (CTE) courses as well as college and career counseling. Test fee waivers were available and offered to eligible students, but no students took advantage of the waivers in the 2023-24 year. We had planned to implement an aptitude assessment system for students, but this was not fully implemented over this cycle. Oversight of CTE programs was planned to be done by the Program Coordinator position, but this position was vacated mid-year and oversight of CTE programs was reorganized under other leadership positions.

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.

Goal 2, Action 4: Spending for the year is less than was budgeted due to the Program Coordinator position being vacated mid-year. Duties were restructured under other positions, resulting in the FTE dedicated to this action being lower than previously anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2, Action 1, 4, and 5: Pivot has continued to expand its use of CTE coursework and pathway options. Pivot has begun to match students to individualized CTE pathways related to their career interests. The implementation of these actions has changed significantly over the three year LCAP cycle, but they have nonetheless been effective at increasing the amount of CTE options available to students at Pivot.

Goal 2, Action 2: Pivot employs a Pivot wide Academic Counselor who has years of experience. The Academic Counselor provides college workshops with representatives of local colleges and meets with individual students regarding college applications. This action has been effective in increasing the number of courses taken at local community colleges by Pivot students.

Goal 2, Action 3: This action has historically been underutilized. The necessary channels are in place to waive exam fees for socioeconomically disadvantaged students, but Pivot has not had any students take advantage of this option.

It is difficult to evaluate the effectiveness of these actions due to the COVID-19 pandemic and the suspension of the California School Dashboard, and particularly the suspension of the College & Career Preparedness indicator. We will be able to evaluate effectiveness better as we accumulate more consecutive years of Dashboard data. The number of students completing A-G requirements did increase over the cycle, and due to additional changes in the 2023-24 school year, we expect to see a continued increase.

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.

Each of the actions in these areas were effective overall. The next LCAP cycle will be focused on bringing our school college and career program to the next level and aligning this goal more closely with the College and Career Preparedness indicator on the California Dashboard. Over this cycle, the CCI did not increase, but this will be a major focus of the next cycle.

Pivot will be shifting its CTE Pathway program to a more individualized model based on students' interests and experiences. Pivot will continue to support teachers to gain CTE credentials and develop courses, but will also connect students to experiences outside of school, such as work or volunteer experience. Pivot is interested in shifting our College and Career Counseling goal to focus on concurrent enrollment and monitor how many students are able to complete classes at community colleges while enrolled at Pivot. We will be moving away from the student aptitude assessment system in order to simplify our offerings and increase efficiency.

In the next cycle, we will also be restructuring the goals and actions to focus on a logical order of implementation. Most of the content that was in Goal 2 for the previous LCAP cycle will be moved to the new Goal 3 for the next LCAP cycle. We will also be including the Graduation Rate dashboard indicator into the College & Career goal and we will focus on improving this metric.

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.

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>63.6% of Hispanic 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 reported on 2021 CA School Dashboard:</p> <p>75.7% of students</p> <p>68.4% of socioeconomically disadvantaged students</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> <p>61.9% of Hispanic students</p>	<p>Percentage of graduation cohort who graduated, as reported on 2023 CA School Dashboard:</p> <p>67.6% of students</p> <p>70.4% of socioeconomically disadvantaged students</p> <p>55.6% of Hispanic students</p>	Increase the graduation rate by 10% for the general population and all subgroups.
Credit completion - Percentage of high	Spring 2019-20: 61.8% of high school	Spring 2020-21: 64.7% of high school	Spring 2021-22: 51% of high school	Spring 2022-23: 53.1% of high school	Increase the percentage of high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	<p>students earned 25 credits or more and the average student earned 24.9 credits</p> <p>Fall 2020-21: 54.8% of high school students earned 25 credits or more and the average student earned 23.6 credits</p>	<p>students earned 25 credits or more and the average student earned 25.7 credits</p> <p>Fall 2021-22: 48.0% of high school students earned 25 credits or more and the average student earned 21.2 credits</p>	<p>students earned 25 credits or more and the average student earned 22.3 credits</p> <p>Fall 2022-23: 35.9% of high school students earned 25 credits or more and the average student earned 18.6 credits</p>	<p>students earned 25 credits or more and the average student earned 25.4credits</p> <p>Fall 2023-24: 53.2% of high school students earned 25 credits or more and the average student earned 23.4credits</p>	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	<p>Spring 2019-20: 77.1%</p> <p>Fall 2020-21: 71.8%*</p> <p>*updated January 2022</p>	<p>Spring 2020-21: 94.4%</p> <p>Fall 2021-22: 73.7%</p>	<p>Spring 2021-22: 86.3%</p> <p>Fall 2022-23: 54.7%</p>	<p>Spring 2022-23: 65.1%</p> <p>Fall 2023-24: 50%</p>	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 reported on the CA School Dashboard	<p>Students in grades 3-8 and 11 were 1.5 points below standard on average in English 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</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>Students in grades 3-8 and 11 were 14.2 points below standard on average in English 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</p>	<p>Students in grades 3-8 and 11 were 13.6 points below standard on average in English Language Arts on 2023 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 51.4 points below standard</p> <p>Students with disabilities were 37.7 points below standard</p>	<p>Maintain or improve the distance from standard for English Language Arts for all 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>on average in Mathematics on 2019 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 97.1 points below standard</p>		<p>on average in Mathematics on 2022 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 104.6 points below standard</p>	<p>Students in grades 3-8 and 11 were 76.6 points below standard on average in Mathematics on 2023 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 111.5 points below standard</p> <p>Students with disabilities were 53.8 points below standard</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 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 assessments in 2019-20 The average scale score growth was 32.7</p>	<p>50% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2020-21 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 assessments in 2020-21 The average scale score growth was 22.7</p>	<p>38.1% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2021-22 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 assessments in 2021-22 The average scale score growth was 21.6</p>	<p>69.2% of students in grades K-8 met their target growth in Reading utilizing the i-Ready assessments in 2022-23 The average scale score growth was 49</p> <p>68.8% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready assessments in 2022-23 The average scale score growth was 37.0</p>	Increase the percentage of students in grades K-8 who met their target growth in either Reading or Math until it reaches 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	92.9% of parents surveyed in Spring 2024 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	<p>43.8% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2020-21</p> <p>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.</p>	52.4% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2021-22	50.8% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2022-23	Increase the percentage of students who showed growth in Lexile scores by 3%.
English Learner Progress - As reported on the CA School Dashboard	Less than 11 students so this measure will not be reported publicly. However, growth and progress is measure internally.	Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).	Less than 11 students so this measure will not be reported publicly. However, growth and progress is measure internally.	Less than 11 students so this measure will not be reported publicly. However, growth and progress is measure internally.	At least 35% of English Learners make progress toward English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			
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	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 2023 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 Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating	Professional Development: Average 3.6 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 3.6 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 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
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	Average 3.7 self-rating on ELD sections of Implementation of Academic Standards Local Indicator on 2023 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	0% of English learners reclassified during the 2022-23 school year, as calculated based on local data in CALPADS and SIS	Increase reclassification rates to 10%.

Goal Analysis

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.

All actions in this goal are fully implemented. Goal 3, Action 2: Intervention Specialist saw a shift in the focus to primarily be on building academic skills in reading/writing and math, rather than executive function skills. Goal 3, Action 7: Oversight of Academic Programs for Unduplicated Pupils, moved from partially to fully implemented during the 2023-24 school year.

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.

Goal 3, Action 3: Targeted Support for Unduplicated Pupils and Goal 3, Action 7: Oversight of Academic Programs for Unduplicated Pupils saw expenses exceed budgeted amounts due to FTE increases in these positions. A significant focus was placed on ensuring all unduplicated pupils received appropriate academic support.

Goal 3, Action 6: Instructional Aide positions were filled, and additional needs for these positions arose during the year. Staffing was increased for these positions to ensure teachers and students received sufficient support, and this resulted in actual expenditures exceeding the original amounts budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over a three year period, the following actions were effective in helping to reach this goal:

Goal 3, Action 5: With the development of the Curriculum Coordinator position, curriculum updates were more comprehensive than ever and helped to improve overall student outcomes in many core courses and support courses. While credit and course completion decreased during the three year cycle, with the addition of the Curriculum Coordinator we are seeing credit completion and course completion rise again during the 2023-24 year.

Goal 3, Action 3 and Action 7: Targeted Supports and Oversight of Academic Programs for Unduplicated Pupils- we have successfully expanded opportunities for direct instruction that meet the unique needs of unduplicated pupils, and we have implemented a robust ELD program.

Goal 3, Action 2 and Action 4: Intervention Specialist and Supplemental Curricula- Our Intervention Specialist has successfully been able to utilize the supplemental curricula including benchmark assessments to identify student needs in Reading and Math and provide direct instruction intervention, appropriate course placements and additional practice within the supplemental curricula to close the gap between students' skills and grade level expectations.

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 the next cycle, we will focus on updating this goal and reorganizing its actions. We will continue to focus on course completion and learning outcomes on the SBAC, as well as targeted support for unduplicated pupils including English Learners. We will shift some of the actions from this Goal 3 to a new Goal 2 that is focused on the skills that students build in our program, including remediation and independent study/executive functioning skills.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 [2024-25]

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 offers a personalized learning experience for students in grades K-12 seeking an alternative to traditional public school. We cater to a variety of students who thrive in a supportive environment, including those with busy schedules, needing to make up credits, facing health challenges, or seeking a fresh start.

Relationships at the Core: We believe strong relationships are transformative. Our teachers hold high expectations while providing unwavering support, fostering a sense of belonging for every student. We celebrate individual strengths and create a safe space where students can overcome obstacles and build confidence.

Building Skills for Life: We go beyond academics, developing essential skills for lifelong success. These include communication, critical thinking, problem-solving, adaptability, and social-emotional awareness. Through personalized learning plans and expert guidance, students achieve academic goals like course completion, daily engagement, and graduation.

Pathways to the Future: Pivot prepares students for life beyond the classroom. We offer opportunities to connect with the community through service learning, career exploration programs, dual enrollment options, and real-world experiences.

At Pivot, every student is seen, valued, and empowered to reach their full potential. We are committed to building strong relationships, fostering essential skills, and guiding students toward academic success and a fulfilling future.

Reflections: Annual Performance

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

This year's review of the California School Dashboard (Dashboard) and local data allows us at Pivot to celebrate progress and identify areas for continued improvement.

ELA and Math: Pivot is working towards testing all eligible students in ELA and Math to reduce the number of minimum scores assigned to our students by improving communication around state testing, offering fun events on campus during testing week, and offering remote testing to eligible students. In addition, we are continuing our implementation of our internal diagnostic system to understand the ELA and Math needs of our students throughout the year. Pivot will also continue and expand the offerings of targeted remediation lessons integrated into grade-level courses, ensuring personalized learning pathways for all students to improve ELA and Math scores. Finally, Pivot is making adjustments to 11th grade course schedule creation to offer a third year of math and science to more students.

The LEA did not receive the lowest performance indicator (Very Low) on ELA (Low) or Math (Medium) on the 2023 Dashboard and had no student groups in the lowest performance level.

English Learner Growth: Pivot has successfully completed our first year of full implementation of our designated ELD program with a dedicated ELD instructor. We are committed to expanding our integrated ELD support to further enhance English learner growth and tracking of English Learner designated students throughout the school year.

- The LEA did not have enough students to receive a performance indicator.

Chronic Absenteeism: We saw promising results from our multi-pronged approach to reducing chronic absenteeism. Daily absence notifications, truancy letters, and our positive reinforcement program, Pivot P.R.I.D.E., all contributed to this improvement. The introduction of a write-in log in our parent and student portals for reporting offline activities further strengthens our attendance tracking efforts. We plan to continue expanding P.R.I.D.E. and communication strategies to improve attendance further.

- The LEA did receive the lowest performance indicator (Very High) on Chronic Absenteeism (Very High) and two subgroups received the lowest performance indicator: Hispanic and Socio-Economically Disadvantaged.

Graduation Rate: Pivot is dedicated to supporting students in graduating on time, especially those who may have struggled in a traditional setting and are now credit deficient. We have created a system of individualized academic plans for 11th and 12th graders, including waiver review, which we plan on continuing to refine.

- The LEA did receive the lowest performance indicator (Very Low) on Graduation Rate (Very Low). There were no subgroups reported.

College and Career Readiness: Pivot has implemented a tracking system and staff training to increase our college and career readiness indicator. We are expanding college course participation opportunities, integrating CTE pathways into our student information system, and adjusting our 9th and 10th-grade schedules to ensure more students meet A-G requirements. The creation of a community liaison position will further strengthen our efforts by fostering partnerships that provide valuable work experience and community service opportunities for our students.

- The LEA did receive the lowest performance indicator (Very Low) on CCI (Very Low) and two subgroups received the lowest performance indicator: Hispanic and Socio-economically Disadvantaged.

We at Pivot are committed to continuous improvement and will use this data to guide our future efforts.

Reflections: Technical Assistance

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

N/A

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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Teachers:	Weekly staff meetings, surveys, District staff meetings
Principals:	Weekly leadership team meetings, surveys, District staff meetings, one-on-one leadership meetings
Administrators:	Weekly leadership team meetings, surveys, District staff meetings, one-on-one leadership meetings
Other school personnel:	Weekly group meetings with supervisor, surveys, District staff meetings
Parents:	Monthly family meetings with academic teams, parent square communication, surveys, Governing Board meetings
Students:	Surveys, monthly family meetings

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

Students: Through the Pivot P.R.I.D.E. program and initiative, students responded to a Needs Assessment and Social Emotional Learning survey once in September and again in January with over 600 student responses on each survey. The feedback from this survey helped us to identify important areas of student need such as peer interaction and social skills, building resilience and tackling challenges, and building career and life skills. In response to these needs we are continuing to provide professional development around social emotional learning and trauma informed care as noted in Goal 1, Action 11 and Goal 2, Action 1 of the LCAP. Additionally, we will continue building Social Emotional Learning curriculum through Pivot P.R.I.D.E. including boosting efforts to integrate SEL into the core academic curriculum as noted in Goal 2, Action 1. Furthermore, we will continue developing and implementing programs to support students in building college and career skills as listed in Goal 3, Action 2.

Parents: On surveys, parents feeling that students were prepared for college and career was rated lower than other questions posed. For this reason, Pivot is focusing on improving our college and career preparedness indicators through a variety of measures (Goal 3, Action 2)

Teachers: The responses provided by teachers at the end of the Fall semester were used as foundational information for Pivot's annual administrative planning meeting. In the survey, teachers stated that they wanted more support to address all student needs. For this reason, Pivot developed the Community Liaison position to support students, families, and teachers in finding community resources (Goal 1, Action 3). Teachers also stated that they wanted more support related to improving school attendance. This informed our action related to our Attendance Clerk position (Goal 1, Action 10). Teachers also stated that they valued and wanted more opportunities for professional development (Goal 1, Action 11).

Principals/Administrator: The Principals and Administrators, referred to as the Leadership Team at Pivot, meet weekly to discuss policy, program implementation and student performance and needs. Additionally, the Leadership Team meets for two strategic planning sessions each year, before school starts and in the spring. A significant amount of data, including the results of all surveys, are analyzed. Leadership determines where the school's strengths lie, areas of weaknesses and potential opportunities that may exist to enhance the program. Improving attendance (Goal 1, Action 10) was developed and continues to be refined from these conversations about survey results and analyzing student performance. Additionally, in reviewing family and student feedback, Leadership felt strongly that the school would benefit from additional family outreach and support in the form of resources, workshops and engagement activities coordinated by a newly developed position of the Community Liaison (Goal 1, Action 3).

ATSI (Goal 1, Action 9): To address the subgroups that qualify under ATSI, the 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	Type of Goal
1	Pivot Charter School will ensure all students have access to an equitable, safe, and caring independent study environment that fosters engagement, supports all learners, and builds strong relationships with students, families and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pivot works to create an independent study environment that fosters engagement, supports all learners, and builds strong relationships with students, families, and the community. Additionally, Pivot strives for equity, ensuring all students have the resources and support they need to thrive. Pivot believes that students deserve to feel safe, respected, and cared for. Pivot strives to develop strong partnerships with the community, unlock valuable resources like guest speakers, mentors, and field trips, while also attracting new families. By ensuring an equitable environment, Pivot strives to provide all students with the same opportunities to succeed, regardless of background or learning style. This can be achieved through providing necessary resources, differentiated instruction, and removing barriers to learning. Pivot is also working to find more connections and partnerships in the community to provide meaningful learning opportunities for students, develop a wider network of resources to meet student needs, and transition students to pursuing their future college and career interests.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	"Local school climate survey: With educational partner input, select high-leverage questions/ratings for inclusion in the LCAP" local Priority 6	[Baseline will be established in 2024-25 School Year]			[Target will be established in 2024-25 School Year]	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool Same as above, but disaggregated for parents of unduplicated pupils Same as above, but disaggregated for parents of students with exceptional needs (IEP/504 Plan students)	<p>Local Indicator Priority 3 Self-Reflection Tool:</p> <p>Parents/Guardians of All Students Building Relationships - Average 4.5 Building Partnerships - Average 3.75 Seeking Input for Decision-Making - Average 3</p> <p>Parents/Guardians of Unduplicated Students Building Relationships - Average 4.25 Building Partnerships - Average 3.5 Seeking Input for Decision-Making - Average 2.75</p> <p>Parents/Guardians of SPED/504 Students Building Relationships - Average 4.5 Building Partnerships - Average 4.5 Seeking Input for Decision-Making - Average 3.25</p>			Increase by the self-rating of building partnerships with parents/guardians to above a 4. Increase seeking input for decision-making self-rating to above a 4.	
1.3	Safe, Clean Functional School Facilities - Number of facilities meeting "Good Repair"	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair"			Maintain 0 "Instances Where Facilities Do Not	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	status (aligned with SARC-reported data)	Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2023 CA School Dashboard			Meet The "Good Repair" Standard	
1.4	Access to Instructional Materials: Number or % of students without access to their own copies of standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data)	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 2023 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	
1.5	P-1 and P-2 ADA (attendance)	2023-24 P-1 ADA: 142.67 Attendance %: 87.10% 2023-24 P-2 ADA: 144.09 Attendance %: 86.82%			Increase attendance by 2% each year to reach an attendance rate of 90%.	
1.6	TK-8: Dashboard Chronic Absenteeism Rate (Status)	30.9% of students were chronically absent as reported on 2023 CA School Dashboard (K-8 students) 35.6% of Hispanic students were chronically absent 40.8% of socioeconomically			Decrease the percentage of students K-8 who are chronically absent by 5% each year to reach 20%. Decrease by 8% for Hispanic students and SED students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>disadvantaged students were chronically absent</p> <p>21.7% of students with disabilities were chronically absent</p> <p>61.1% of students were chronically absent as reported on DataQuest for 2022-23(all students)</p>				
1.7	Parent/Student response rates	<p>2023-24</p> <p>39 Posts in ParentSquare</p> <p>99% Reach via App/Text/Email</p> <p>100% Parent Engagement</p> <p>16% Family Interaction (Likes/Comments)</p>			Increase Family Interaction by 5% each year to reach 30%.	
1.8	Number of trainings offered and percentage of staff participating in outside professional development opportunities	<p>39 Staff Workshops</p> <p>9 LEA-Wide Trainings</p> <p>61% of staff participating in outside Professional Development</p>			Maintain over 70% of staff participating in professional development.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Pivot will continue to improve its Multi-Tiered System of Support through ongoing implementation of Tier 1, 2 and 3 supports to improve outcomes for all students in the Academic, Behavioral and Social-Emotional Domains. This will include ongoing teacher training and support in instructional practices as well as facilitating collaboration among Student Support Teams.	\$48,242.00	No
1.2	Safe and Clean Facilities	<p>Pivot will continue to value its hybrid educational setting to create a vibrant school community. We will achieve this by providing extensive in-person opportunities at our school site alongside our online curriculum. These opportunities will encompass direct instruction, academic support, counseling, enrichment, special education services and assessments, and activities that foster culture, community building, and peer socialization. This approach recognizes the value of participation in a physical school environment for a well-rounded educational experience.</p> <p>To further support our students, our physical location will function as a resource center, providing on-site support including healthy meals, essential classroom supplies, books, sanitary supplies, technology devices and accessories, and information about available community resources.</p>	\$135,696.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Community Liaison	Pivot Charter School recognizes the power of strong community partnerships. We believe these partnerships not only provide valuable resources for student growth and learning, but also offer support systems for our families. Understanding that families themselves are often seeking resources within the community, Pivot will be taking a proactive approach. We'll be establishing a dedicated community liaison, tasked with identifying these resources, connecting students with local support organizations, and fostering a stronger collaborative spirit between our school, families, and the neighborhoods we serve.	\$15,376.00	No
1.4	Resources for Socio-economically disadvantaged students	<p>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.</p> <p>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.</p> <p>Hygiene Supplies: Pivot will provide supplies at the resource center to ensure socioeconomically disadvantaged students and other students in need can maintain their basic hygiene.</p>	\$2,800.00	Yes
1.5	Access to instructional materials	<p>Pivot, a charter school, is committed to providing all students with the tools they need to succeed in our hybrid learning program by purchasing, distributing, and managing additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, books, textbooks, etc.</p> <p>This will ensure equitable access to our online curriculum and virtual offerings, empowering all students to participate fully in the Pivot learning experience.</p>	\$16,439.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	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 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.	\$13,929.00	No
1.7	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. Utilize robust tools which securely streamline communication and increase interaction with students and families across multiple modalities such as phone, text/SMS, email, and apps. Work with families to ensure they receive support in using these tools and their features.	\$2,719.00	No
1.8	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.	\$4,000.00	Yes
1.9	Attendance Improvement Plan including Attendance Clerk	Pivot strives to create a stimulating learning environment that fosters high student engagement and leads to strong academic achievement. Pivot is implementing an Attendance Improvement Plan, which includes daily absence notifications, responsive tiered reengagement plans, and the celebration of excellence or improvement in attendance.	\$12,604.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Pivot will employ a dedicated Attendance Clerk that focuses on both increasing the school attendance rate and reducing the school's Chronic Absenteeism by communicating with families regarding opportunities for engagement in the school community and educational activities. The clerk will communicate to students and families regarding attendance achievements and accrued absences. This role will also support in coordinating with school staff to improve school attendance and promoting positive engagement in academic programs.</p> <p>This action is also targeted to improve attendance for Hispanic and Socio-economically Disadvantaged students under our ATSI plan. To address the subgroups that qualify under ATSI, the 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.</p>		
1.10	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 trauma-informed care. Staff members will also be supported in course work to expand their credentials, certifications, and licenses.	\$6,750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pivot aims to empower lifelong learners by building academic proficiency through culturally responsive academic programs, fostering independent study skills (including executive function and social-emotional skills), and promoting critical thinking and self-advocacy.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Pivot seeks to meet each learner where they are academically and build upon their strengths and skills to build proficiency in core academic skills, like reading and mathematics. The ability to learn independently is crucial in a rapidly evolving world. The tools necessary for success in independent study are many of the same abilities that will lead to success after high school. These include executive functioning skills like time management, organization, and planning, which are essential for tackling complex tasks and navigating challenges. By fostering this skillset, Pivot equips students to adapt and keep acquiring new knowledge throughout their lives, regardless of their chosen field. Pivot also seeks to build the social and emotional skills necessary for success in independent study and life after high school. Skills like critical thinking and self-advocacy are qualities that empower students to thrive in different environments and help students take charge of their education. Social-emotional skills like communication, collaboration, empathy, and emotional regulation are equally important for finding success in independent study, as well as navigating relationships, working effectively in teams, and building a fulfilling life.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SEL Survey	76.92% of students feel successful at Pivot. 73.5% of students feel included at Pivot.			90% of students feel included at Pivot. 80% of students feel that teachers	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>64.96% of students feel that teachers or other adults at Pivot understand them.</p> <p>70.94% of students know how to manage emotions like stress, anxiety, and overwhelm.</p> <p>50.43% of students have another student/peer that they can talk to or connect with.</p>			<p>or other adults at Pivot know or understand them.</p> <p>85% of students know how to manage feelings like stress, overwhelm and anxiety.</p> <p>70% of students feel connected to a peer.</p>	
2.2	Dashboard Suspension and Expulsion Rate (Status)	<p>0% of students were suspended at least once as reported on 2023 CA School Dashboard</p> <p>0% of English Learners were suspended at least once</p> <p>0% of Homeless youth were suspended at least once</p> <p>0% of socioeconomically disadvantaged students were suspended at least once</p>			Maintain less than 1% suspension rate and less than 0.5% expulsion rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>0% of students with disabilities were suspended at least once</p> <p>0% of Hispanic students were suspended at least once</p>				
2.3	<p>Appropriately Assigned Teachers - Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report</p> <p>Appropriately assigned teachers (Local indicator & TAMO)</p>	<p>0 misassignment determinations</p> <p>66.9% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report</p>			<p>0 misassignments</p> <p>Increase the percentage of Clear FTE on the Teacher Assignment Monitoring Outcomes report until we reach 85%.</p>	
2.4	Broad Course of Study Course enrollment for identified courses	<p>2023-24 Course Enrollments</p> <p>English 77.93%</p> <p>History/Social Studies 71.72%</p> <p>Mathematics 73.10%</p> <p>Physical Education 62.76%</p> <p>Science 66.21%</p> <p>Electives 82.76%</p> <p>Community Service 53.10%</p> <p>CTE 4.42%</p> <p>VAPA 17.70%</p>			<p>Increase the number of students in advanced math class by 3% each year to reach 15%.</p> <p>Increase the number of students in advanced science class by 3% each year to reach 9%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		World Language 16.81% AP Classes 0% Advanced Math 6.36% Advanced Science 0% College/Dual Enrollment 3.64% Unduplicated: English 79.05% History/Social Studies 72.38% Mathematics 72.38% Physical Education 60.95% Science 66.67% Electives 81.90% Community Service 54.32% CTE 6.17% VAPA 18.52% World Language 18.52% AP Classes 0.00% Advanced Math 8.82% Advanced Science 0% College/Dual Enrollment 2.94% Special Education / 504 English 75.61% History/Social Studies 70.73% Mathematics 68.29% Physical Education 58.54% Science 60.98%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Electives 62.26% Community Service 59.26% CTE 3.70% VAPA 14.81% World Language 11.11% AP Classes 0% Advanced Math 6.25% Advanced Science 0% College/Dual Enrollment 3.13%				
2.5	Implementation of Academic Content Standards - Report Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Professional Development: Average 3.6 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 3.6 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating Average 3.7 self-rating on ELD sections of Implementation of Academic Standards			Increase professional development and policy & program self-rating to above a 4.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Local Indicator on 2023 CA School				
2.6	CA School Dashboard English/Language Arts (ELA) and Mathematics Academic Indicator: Distance from Standard (DFS)	2023 CA Dashboard Distance From Standard ELA - 13.6 From Standard Math - 76.6 From Standard			Decrease the distance from standard on ELA by 5 points to reach +1 above standard. Decrease the distance from standard on Math by 10 points to reach -36 from standard.	
2.7	Dashboard Indicators for Unduplicated Pupils: Socio-economically disadvantaged students & English Learners (compare to whole population and look for gaps)	2023 CA Dashboard Academic Performance Indicators English Learners: Math - [Less than 11 Students] ELA - [Less than 11 Students] Socio Economic Disadvantaged: Math - 111.5 From Standard ELA - 51.4 From Standard Students with Disabilities:			Decrease the distance from standard on ELA by 10 points for each subgroup. Decrease the distance from standard on Math by 20 points for each subgroup.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math - 5.3.8 From Standard ELA - 37.7 From Standard				
2.8	i-Ready diagnostic growth	<p>i-Ready Reading Diagnostic 1: 45.25% - 2 Or More Grade Levels Below 19.55% - 1 Grade Level Below 35.75% - On or Above Grade Level</p> <p>i-Ready Reading Diagnostic 2: 35.59% - 2 Or More Grade Levels Below 25.42% - 1 Grade Level Below 39.55% - On or Above Grade Level</p> <p>i-Ready Reading Diagnostic 3: 2 Or More Grade Levels Below 1 Grade Level Below On or Above Grade Level</p> <p>i-Ready Math Diagnostic 1: 53.41% - 2 Or More Grade Levels Below 16.48% - 1 Grade Level Below</p>			<p>Decrease the number of students 2 or more grade levels below in Reading to less than 25%.</p> <p>Decrease the number of students 2 or more grade levels below in Math to less than 30%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>30.68% - On or Above Grade Level</p> <p>i-Ready Math Diagnostic 2: 47.43% - 2 Or More Grade Levels Below 17.71% - 1 Grade Level Below 35.43% - On or Above Grade Level</p> <p>i-Ready Math Diagnostic 3: 32.84% - 2 Or More Grade Levels Below 15.67% - 1 Grade Level Below 52.24% - On or Above Grade Level</p>				
2.9	EL Access to CA Standards including ELD standards - Report Rating(s) for ELD within the Local Indicator Self-Reflection Tool	<p>Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards:</p> <p>Professional Development: 3 out of 5 self-rating</p> <p>Instructional Materials: 4 out of 5 self-rating</p> <p>Policy & Program Support:</p>			Increase Professional development and Policy & Program to above 4 on self-rating.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 out of 5 self-rating				
2.10	CA School Dashboard English Learner Progress Indicator (Status)	Less than 11 students - no data			Less than 11 students - cannot set target.	
2.11	English Learner Reclassification Rate	0% of English learners reclassified during the 2022-23 school year, as calculated based on local data in CALPADS and SIS			Increase reclassification rate by 5% each year to reach a English Learner Reclassification Rate of 15%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The school-wide initiative Pivot P.R.I.D.E. includes a Social Emotional Learning program for K-12 students with weekly deliverable lessons that target the five Social Emotional Learning competencies, monthly school wide events based on building culture and community, as well as specific parent/caregiver interventions and resources. We will continue developing and offering training around integrated SEL instructional practices into the core content offerings and programs, including K-12 core curriculum. We will expand resources, including small group counseling workshops, and teacher training aimed at reducing social and emotional barriers to learning.	\$18,965.00	No
2.2	Increasing the Impact of Highly Qualified Teachers	<p>Pivot is committed to providing a broad course of study to all students and promoting engagement among students and credentialed staff. All courses are overseen by credentialed teachers. Teachers will be assigned to courses based on their credential area whenever possible. The Director of Curriculum Instruction, and Assessment, Director of Human Resources, and Data Coordinator work together on assigning teachers appropriately in order to reduce the number of Local Assignment Options needed for teachers who are assigned to courses outside of their credential area. This collaboration will ensure an increase in the percentage of “clear” assignments on the LEA’s Teacher Assignment Monitoring and Outcome data on DataQuest.</p> <p>In addition, Pivot is working to create a teacher support plan to improve instructional practices and provide high quality learning experiences for students.</p>	\$8,816.00	No
2.3	ELA and Math Achievement Supports	Pivot will continue to utilize benchmark assessment tools which facilitate specific instructional plans to address gaps in skills and knowledge. Pivot will utilize the personalized instruction resulting from the benchmark tool to support students in building ELA and Math skills. Pivot will also use results from the benchmark to develop academic plans to support students using targeted intervention programs, adjustments in the students course offerings, and utilizing supplemental criteria.	\$5,140.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Intervention Specialist	The Intervention Specialist will provide targeted support in reading, writing and mathematics for grade 6-12 students who are identified through multiple measures as far below grade-level in mathematics and/or reading. The Intervention Specialist will utilize intervention curriculum to run small groups and meet with students one-on-one to build their math, reading and writing skills. This position will serve students who have struggled to meet the standard in math and/or reading for multiple years and need intensified support in order to bridge that gap.	\$14,913.00	No
2.5	Oversight of Academic Programs for Unduplicated Pupils	The Director of Curriculum, Instruction, and Assessment 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 English Learner curriculum, revision of EL classification and reclassification policies, ELPAC testing, etc. Site Administrators will oversee the efforts of designated teaching staff who are assigned to support unduplicated pupils.	\$57,778.00	Yes
2.6	Targeted Support for Unduplicated Pupils	<p>Designated teaching staff will be employed to work specifically with unduplicated pupils including 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.</p> <p>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.</p>	\$172,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Educational Coordinator for English Learners	Designated teaching staff will be employed to work specifically with English Learners. Teachers and administrators work together to ensure unduplicated pupils' learning plans include additional support for all applicable curricular areas. This includes evaluation of translation needs and identification of additional curricular supports to facilitate English Language acquisition	\$67,443.00	Yes
2.8	English Language Development Teacher	An English Language Development (ELD) teacher will work directly with English Learners (multilingual learners) to provide designated ELD instruction. The ELD teacher will work with school leaders to ensure ELD programs and instruction address the needs of all English Learners including Long Term English Learners. Additionally the ELD teacher will continue building integrated supports to help multilingual learners find success in core curriculum courses such as English, math, science and history. The ELD teacher will also provide professional development to support teachers in utilizing these supports.	\$15,927.00	Yes
2.9	EL Curriculum	<p>English Learner curriculum will be implemented in order to provide designated English Language Development (ELD) instruction.</p> <p>Pivot uses a strong research-based ELD curriculum which will continue to be refined by our ELD teacher and utilized for multilingual learners in all grades. This curriculum is designed particularly to meet the needs of Long-Term English Learners.</p> <p>ELD Level 1 curriculum for newcomer students will continue to be developed and refined by Pivot's ELD teacher.</p>	\$61.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pivot Charter School will prepare students for life after high school by providing pathways that facilitate the pursuit of higher education or a chosen career path.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

By providing clear pathways, Pivot strives to help students develop a vision for their future and acquire the academic skills needed to achieve it. This can lead to higher graduation rates, college acceptance rates, and job placement success after graduation. Pivot is continuing to strengthen relationships within the community to support students, including our local community colleges. We hope to connect students to college courses and resources to begin to reach college or career goals, while in high school. Pivot believes that students in independent study are uniquely prepared to take and succeed in college level courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dashboard College/Career Indicator (Status)	Percentage of students identified as ""prepared"" for college/career as reported on 2023 CA School Dashboard: 3.2% of all high school graduates 4.2% of socioeconomically disadvantaged high school graduates - less than 11 students			Increase the number of students who are college/career prepared by 3% to 12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Met UC/CSU Requirements - Dashboard Additional Reports	8.8% 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 2023 CA School Dashboard			Increase the number of students meeting A-G requirements by 3% each year to 9%	
3.3	Completed at Least One Career Technical Education (CTE) Pathway - Dashboard Additional Reports	0% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2023 CA School Dashboard			All sites: Increase the number of students completing a CTE pathway by 3% each year to reach 9%	
3.4	Met UC/CSU Requirements AND Completed at Least One CTE Pathway - Dashboard Additional Reports	0% 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 2023 CA School Dashboard			Increase the number of students meeting A-G requirements and completing a CTE pathway by 3% each year to reach 9%	
3.5	Percentage of students completing AP exams with a score of 3 or higher (local calculation)	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2023 CA School Dashboard			Increase the number of students completing AP exams by 2% per year to reach 6%	
3.6	Standard Exceeded (Level 4): Prepared or Standard Met (Level 3)	11th graders scale scores on the 2022-23 CAASPP			Increase the number of 11th grade students with standards met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Conditionally Prepared for 11th graders	<p>28.57% ELA Standard Met (Level 3) 15.87% Math Standard Met (Level 3)</p> <p>12.70% ELA Standard Exceeded (Level 4) 9.52% of Math Standard Exceeded (Level 4)</p>			<p>or exceeded by 5% each year to reach 55%.</p> <p>Increase the number of students with standards met or exceeded standards on math by 5% each year to reach 40%.</p>	
3.7	Number of students enrolled in a college course each semester	<p>0% of students enrolled in a course at a junior or community college in the Fall of 2023-24</p> <p>1.04% of students enrolled in a course at a junior or community college in the Spring of 2023-24</p>			<p>Increase the percentage of students (9th - 12th grade) who complete a course at a junior or community college to by 3% per year to reach 10%</p>	
3.8	Dashboard District Graduation Rate	<p>Percentage of graduation cohort who graduated, as reported on 2023 CA School Dashboard:</p> <p>67.6% of students</p> <p>70.4% of socioeconomically disadvantaged students</p>			<p>Increase by 7% each year to reach 89% graduation rate.</p> <p>Increase by 10% per year for Hispanic students.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		55.6% of Hispanic students				
3.9	Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts (High School) 1-year Dropouts as reported through CALPADS (Middle School)	As reported on DataQuest, 35.5% of students in the 2022-23 Four-Year Adjusted Cohort were considered high school dropouts.			Reduce the high school dropout rate by 5% each year to reach 20%. Maintain 0 middle school dropouts.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Graduation Rate Improvement Plan	Pivot will implement a comprehensive graduation rate improvement plan targeted at increasing the number of students graduating from high school and reducing the number of students dropping out from school. This plan includes a revised grade level placement policy, adaptable and individualized graduation plans, increased tracking of student progress toward graduation requirements, and improved communication with students and families about progress toward graduation.	\$4,672.00	No
3.2	College and Career Readiness Framework	Pivot will work to increase the number of students who are graduating as college and career ready through a variety of indicators including college course enrollment, completion of A-G requirements, completion of CTE pathways, and increasing the number of 11th graders meeting or exceeding standards on the SBAC. Pivot will ensure structures are in place to facilitate students' college and career readiness such as providing clear CTE pathways and starting all incoming 9th grade students on a course plan that enables them to satisfy A-G requirements. Students' progress toward college and career readiness will be monitored, and individualized plans will be developed to assist students in achieving college and career readiness via avenues that best suit their individual circumstances.	\$4,672.00	No
3.3	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.		Yes
3.4	Academic Counselor	The Academic Counselor will support students in finding their college and career interests and connect them to concurrent enrollment and college or training opportunities.	\$23,239.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$269,386	\$15,330

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
16.236%	0.000%	\$0.00	16.236%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Resources for Socio-economically disadvantaged students</p> <p>Need: Historically, socio-economically disadvantaged students including low-income and foster students have been chronically absent at a higher rate than the general student population at Pivot. In 2022-23, socio-economically disadvantaged students were chronically</p>	The provision of bus passes, student meals, and hygiene supplies is targeted to assist low-income and foster students in engaging regularly in their school work at Pivot by meeting needs that the students and their families may not be able to consistently meet on their own. Bus passes provide access to Pivot’s resource center which is an appropriate learning environment where students can complete school work with the support of credentialed teachers. Student meals and hygiene supplies ensure basic personal needs	1.1, 1.6: The metrics to be used in determining the effectiveness of this action are the chronic absenteeism rate of socio-economically disadvantaged students as compared to the entire student population and annual survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absent at a rate of 40.8%, compared to the general student population's rate of 30.9%. Pivot provides an independent study program where attendance is determined largely by the amount of school work students complete. Chronic absenteeism occurs when students regularly do not complete their expected school work. The increased instance of chronic absenteeism among socio-economically disadvantaged students points to a need for increasing engagement, attendance, and completion of school work. Socio-economically disadvantaged students may experience barriers to engagement in school work, such as a lack of transportation or gas money, leading to difficulty attending Pivot's resource center. These students may also experience a lack of consistent access to nutritious meals and basic personal care supplies such as menstrual products, and when basic personal needs are unmet it is difficult to engage effectively in learning.</p> <p>Scope: LEA-wide</p>	<p>are met so that students can focus on their school work without being hungry or feeling insecure. In order to avoid social stigma, Pivot makes these resources available to all students. This avoids the issue of unduplicated pupils feeling singled out in front of their peers. Even though some students who are not low-income or foster do take advantage of the opportunity to obtain these resources, the action is successful in meeting the needs of low-income and foster students first by ensuring they have a reliable means of transportation to and from the resource center as well as access to meals and hygiene supplies when they otherwise may not have access to these things.</p>	
1.8	<p>Action: Translation Services</p> <p>Need: English Learners do not currently constitute a numerically significant subgroup on Pivot's California School Dashboard. However, Hispanic students have been chronically absent at a higher rate than the general student population at Pivot. In 2022-23,</p>	<p>This action is designed 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</p>	<p>1.1, 1.6: The metrics to be used in determining the effectiveness of this action are annual survey results and the chronic absenteeism rate of English Learners as compared to the entire student population, if available. When English</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic students were chronically absent at a rate of 35.6%, compared to the general student population's rate of 30.9%. While not all Hispanic students are English Learners, the vast majority of Pivot's English Learners are Hispanic students. Therefore, it is likely that English Learners also have an increased rate of chronic absenteeism. Additionally, many Hispanic students, including English Learners as well as those who are not English Learners, have parents/guardians whose native language is not English. Pivot provides an independent study program where attendance is determined largely by the amount of school work students complete, and parent/guardian support is often a major contributor to students' success in independent study. Chronic absenteeism occurs when students regularly do not complete their expected school work. An increased rate of chronic absenteeism among English Learners and Hispanic students 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.</p> <p>Scope: LEA-wide</p>	<p>suspension and expulsion hearings. 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. Translation services are also offered to families in which the student or parent/guardian is not a native English speaker, even if the student is not an English Learner, which is why this action is marked 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.</p>	<p>Learners do not constitute a numerically significant subgroup, the rate of chronic absenteeism among Hispanic students may be used as the next best point of comparison.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	<p>Action: Oversight of Academic Programs for Unduplicated Pupils</p> <p>Need: As noted in Goal 2 Actions 6, 7, 8, and 9 below, unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. English Learner progress has also been lower than desired.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Key leadership personnel will oversee the implementation of supports and programs to facilitate academic success among unduplicated pupils including socio-economically disadvantaged students, foster students, and English Learners. These Pivot leaders will support designated teaching staff in providing resources and developing individualized plans for unduplicated pupils, and will ensure the ELD program is being implemented with fidelity.	2.7, 2.8, 2.11: The Dashboard DFS for ELA and Math for socio-economically disadvantaged students, and for English Learners if available, will be compared to the general student population's scores, and effectiveness will be measured by the degree to which the gaps in performance are decreased. Internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points throughout the year regarding ELA and Math progress. The English Learner Reclassification Rate will also be used as a metric for the effectiveness of ELD program oversight.
2.6	<p>Action: Targeted Support for Unduplicated Pupils</p> <p>Need:</p>	This action provides additional support for socio-economically disadvantaged students and foster students in the form of designated teaching staff who are experienced in facilitating academic progress among these populations. These	2.7, 2.8: The Dashboard DFS for ELA and Math for socio-economically disadvantaged students will be compared to the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. On the 2023 Dashboard, socio-economically disadvantaged students had an average DFS of 51.4 for ELA and 111.5 for Math, compared to the general student population's DFS of 13.6 for ELA and 76.6 for Math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>teachers will work closely with socio-economically disadvantaged students and their parents/guardians to develop individual learning plans which remove barriers to learning, promote improvement in ELA and Math skills, and facilitate credit recovery.</p>	<p>general student population's scores, and effectiveness will be measured by the degree to which the gap in performance is decreased. Internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points throughout the year regarding ELA and Math progress.</p>
2.7	<p>Action: Educational Coordinator for English Learners</p> <p>Need: Unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. On the 2023 Dashboard, Pivot had no data for English Learner DFS due to having an insufficient number of students. However, at the statewide level English Learners had an average DFS of 67.7 for ELA and 93.4 for Math, compared to the general student population's DFS of 13.6 for ELA and 49.1 for Math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action provides additional support for English Learners in the form of designated teaching staff who are experienced in facilitating academic progress among this population. These teachers will work closely with English Learners and their parents/guardians to develop individual learning plans which remove barriers to learning, promote improvement in ELA and Math skills, and facilitate credit recovery.</p>	<p>2.7, 2.8: The Dashboard DFS for ELA and Math for English Learners, if available, will be compared to the general student population's scores, and effectiveness will be measured by the degree to which the gap in performance is decreased. As a secondary metric, or as the primary metric if Dashboard ELA and Math DFS data is not available for English Learners, internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			throughout the year regarding ELA and Math progress.
2.8	<p>Action: English Language Development Teacher</p> <p>Need: The California School Dashboard's English Learner Progress Indicator shows no data due to having an insufficient number of students in the English Learner subgroup. However, Pivot knows that its English Language Development programs were in need of improvement.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	By providing an English Language Development (ELD) teacher who provides designated ELD instruction to English Learners and facilitates integrated ELD instruction in collaboration with other teaching staff, the needs of English Learners will be better met. 2023-24 was the first year that Pivot was able to fully implement its new designated ELD program which provides targeted instruction and supports designed to improve English Learners' progress toward English fluency. The ELD teacher works closely with students to provide individualized curriculum and instruction that address the unique needs of all English Learners including Newcomers as well as Long Term English Learners.	2.10, 2.11: The Dashboard's English Learner Progress Indicator will be used to gauge effectiveness of this action, when data is available. English Learner Reclassification Rate will be used as a secondary data point to monitor effectiveness, or as the primary data point if/when there is no data for the Dashboard English Learner Progress Indicator. Due to the overall small number of English Learners at Pivot, it may prove difficult to use the Reclassification Rate to monitor effectiveness, but data will be evaluated nonetheless.
2.9	<p>Action: EL Curriculum</p> <p>Need: In recent years, Pivot has made progress in developing and implementing English Language Development programs. However, upon reflection it is evident that more improvements need to be made. Pivot's Dashboard Local Indicator Self-Reflection Tool</p>	This action focuses on further developing Pivot's ELD curricula and programs to address the needs of all learners, including Newcomers as well as Long Term English Learners. The ELD curriculum itself will continue to be expanded, and support for teaching staff will be provided to ensure all members of the educational team reinforce engagement and participation with the ELD program. Support and professional development	2.9: The Dashboard Local Indicator Self-Reflection Tool section for EL access to CA standards including ELD standards will be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>for EL access to CA standards including ELD standards lists scores of 3 for professional development, 4 for instructional materials, and 3 for policy & program support. None of these areas are scored at a level that indicates full implementation and sustainability.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	will be provided with respect to designated ELD instruction as well as integrated ELD instruction.	
3.3	<p>Action: Test fees</p> <p>Need: The number of Pivot students taking AP exams at Pivot is low, and the baseline for the percentage of students passing AP exams with a score of 3 or higher is currently zero. There are Pivot students who take AP courses, so there is a need to increase efforts around getting students to take AP exams. It is anticipated that the cost of taking AP exams would be a potential barrier to low-income and foster students, and the cost may be a reason why these student populations do not take AP exams at Pivot.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action removes the cost burden of taking AP exams, as well as other exams such as the SAT or ACT, for low-income and foster students. Pivot has developed the necessary structures to obtain fee waivers from the agencies that regulate the administration of these exams, and will ensure that all socio-economically disadvantaged students who are interested in these exams receive information about how to request a fee waiver. It is anticipated that more students, especially those who may have previously decided not to take these exams due to cost constraints, will take these exams in the future.	3.5: The percentage of students completing AP exams with a score of 3 or higher will be used to monitor effectiveness of this action. Ideally the data would be disaggregated by student groups as well.

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

The only contributing action without budgeted expenditures is Action 3.3 Test Fees. The dollar value anticipated to be associated with test fee waivers for low-income and foster 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.

Additional Concentration Grant Funding

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

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	1:166
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,659,192	269,386	16.236%	0.000%	16.236%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$554,809.00	\$6,750.00		\$91,214.00	\$652,773.00	\$480,608.00	\$172,165.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS	All	No			All Schools		\$48,242.00	\$0.00				\$48,242.00	\$48,242.00	
1	1.2	Safe and Clean Facilities	All	No			All Schools		\$0.00	\$135,696.00	\$135,696.00				\$135,696.00	
1	1.3	Community Liaison	All	No			All Schools		\$15,376.00	\$0.00	\$15,376.00				\$15,376.00	
1	1.4	Resources for Socio-economically disadvantaged students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$0.00	\$2,800.00	\$2,800.00				\$2,800.00	
1	1.5	Access to instructional materials	All	No			All Schools		\$0.00	\$16,439.00				\$16,439.00	\$16,439.00	
1	1.6	Technology Management	All	No			All Schools		\$13,929.00	\$0.00				\$13,929.00	\$13,929.00	
1	1.7	Communication Tools	All	No			All Schools		\$1,440.00	\$1,279.00	\$2,719.00				\$2,719.00	
1	1.8	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.9	Attendance Improvement Plan including Attendance Clerk	All	No			All Schools		\$12,604.00	\$0.00				\$12,604.00	\$12,604.00	
1	1.10	Professional Development	All	No			All Schools		\$0.00	\$6,750.00		\$6,750.00			\$6,750.00	
2	2.1	Social Emotional Learning	All	No			All Schools		\$18,965.00	\$0.00	\$18,965.00				\$18,965.00	
2	2.2	Increasing the Impact of Highly Qualified Teachers	All	No			All Schools		\$8,816.00	\$0.00	\$8,816.00				\$8,816.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	ELA and Math Achievement Supports	All	No			All Schools		\$0.00	\$5,140.00	\$5,140.00				\$5,140.00	
2	2.4	Intervention Specialist	All	No			All Schools		\$14,913.00	\$0.00	\$14,913.00				\$14,913.00	
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$57,778.00	\$0.00	\$57,778.00				\$57,778.00	
2	2.6	Targeted Support for Unduplicated Pupils	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$172,592.00	\$0.00	\$172,592.00				\$172,592.00	
2	2.7	Educational Coordinator for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$67,443.00	\$0.00	\$67,443.00				\$67,443.00	
2	2.8	English Language Development Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$15,927.00	\$0.00	\$15,927.00				\$15,927.00	
2	2.9	EL Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$61.00	\$61.00				\$61.00	
3	3.1	Graduation Rate Improvement Plan	All	No			All Schools		\$4,672.00	\$0.00	\$4,672.00				\$4,672.00	
3	3.2	College and Career Readiness Framework	All	No			All Schools		\$4,672.00	\$0.00	\$4,672.00				\$4,672.00	
3	3.3	Test fees	Foster Youth Low Income	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools									0.01

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	3.4	Academic Counselor	All	No			All Schools		\$23,239.00	\$0.00	\$23,239.00				\$23,239.00	

2024-25 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
\$1,659,192	269,386	16.236%	0.000%	16.236%	\$320,601.00	0.010%	19.333 %	Total:	\$320,601.00
								LEA-wide Total:	\$6,800.00
								Limited Total:	\$313,801.00
								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	1.4	Resources for Socio-economically disadvantaged students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,800.00	
1	1.8	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$4,000.00	
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$57,778.00	
2	2.6	Targeted Support for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$172,592.00	
2	2.7	Educational Coordinator for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$67,443.00	
2	2.8	English Language Development Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,927.00	
2	2.9	EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$61.00	

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	3.3	Test fees	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		0.01

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$519,324.00	\$599,936.00

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	\$60,327.00	\$76,157
1	1.2	Student Equipment & Materials	No	\$6,500.00	\$11,747
1	1.3	Technology Management	No	\$11,939.00	\$11,889
1	1.4	COVID-19 Health & Safety	No	\$13,820.00	\$12,075
1	1.5	Facilities	No	\$82,603.00	\$102,362
1	1.6	Professional Development	No	\$6,958.00	\$5,445
1	1.7	Targeted Professional Development	Yes	\$2,653.00	\$6,381
1	1.8	Bus Passes	Yes	\$300.00	\$0
1	1.9	Student Meals	Yes	\$1,468.00	\$2,000
1	1.10	Social-Emotional Learning	No	\$12,981.00	\$18,391
1	1.11	Targeted Support for Unduplicated Pupils	Yes	\$176,125.00	\$174,650

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	1.12	Communication Tools	No	\$763.00	\$1,572
1	1.13	Translation Services	Yes	\$3,224.00	\$3,986
1	1.14	Attendance Clerk	No	\$11,035.00	\$9,495
2	2.1	CTE Pathway Development	No	\$1,500.00	\$1,168
2	2.2	College & Career Counseling	No	\$21,830.00	\$22,350
2	2.3	Test Fees	Yes	\$0.00	\$0
2	2.4	CTE Program Oversight	No	\$7,700.00	\$4,710
2	2.5	CTE Consultant	No	\$0.00	\$0
3	3.1	Reading & Literacy Specialist	No	\$0.00	\$0
3	3.2	Intervention Specialist	No	\$14,211.00	\$13,360
3	3.3	Targeted Supports for Unduplicated Pupils	Yes	\$11,465.00	\$26,681
3	3.4	Supplemental Curricula	No	\$10,011.00	\$10,327
3	3.5	Curriculum Improvements	No	\$4,030.00	\$4,115

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	\$34,757.00	\$53,549
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	Yes	\$7,700.00	\$11,373
3	3.8	ELD Teacher	Yes	\$14,416.00	\$15,615
3	3.9	EL Curriculum	Yes	\$1,008.00	\$538

2023-24 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)
238,280	\$218,359.00	\$241,224.00	(\$22,865.00)	0.010%	0.000%	-0.010%

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	\$2,653.00	\$6,381		
1	1.8	Bus Passes	Yes	\$300.00	\$0		
1	1.9	Student Meals	Yes	\$1,468.00	\$2,000		
1	1.11	Targeted Support for Unduplicated Pupils	Yes	\$176,125.00	\$174,650		
1	1.13	Translation Services	Yes	\$3,224.00	\$3,986		
2	2.3	Test Fees	Yes	\$0.00	\$0	0.01%	0.00%
3	3.3	Targeted Supports for Unduplicated Pupils	Yes	\$11,465.00	26,681		
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	Yes	\$7,700.00	\$11,373		
3	3.8	ELD Teacher	Yes	\$14,416.00	\$15,615		
3	3.9	EL Curriculum	Yes	\$1,008.00	\$538		

2023-24 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)
\$1,654,716	238,280	0.00%	14.400%	\$241,224.00	0.000%	14.578%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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.

2024-25 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 California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	8.1	66.9%	33.0%	0.0%	0.0%	0.0%	0.0%	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)				4	
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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

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	N/A
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):

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

Practices	Rating Scale Number
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

Practices	Rating Scale Number
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 Pivot Charter School. 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. Additionally, Pivot is creating a Community Liaison position to support in connecting families to local resources and better understand their needs.

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 has launched a new program called Pivot P.R.I.D.E. that is focused on building culture and community for all students. This includes a monthly inclusive "caregiver" newsletter that provides 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 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):

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

Practices	Rating Scale Number
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, an administrator, special education teachers, school counselors, education advocates, and/or social workers. Pivot knows that when all educational partners are on the same page and working as a team to support 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. Administrators will continue to take an active role in supporting teachers during the Student Support Team process. Furthermore, systems will be put in place to facilitate teacher self-assessment, shared goal setting, observations and feedback between administrators and teachers. 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 Community 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 support 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):

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

Practices	Rating Scale Number
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)

1. 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. Next year, Pivot will expand monthly Homerooms by creating a meeting for caregivers, in which we will seek their input on the program and provide training on ways to support students in independent study.

2. 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 needs to focus on local communication from teachers when disseminating surveys rather than school wide technology to elicit greater participation.

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 monthly 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)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

A local climate survey of Pivot Charter School students and parents was conducted. Results were generally positive, with 85.2% of students indicating they felt Pivot was a welcoming and friendly place, 66.7% 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.

UNDUPLICATED STUDENTS: 90% indicated they felt Pivot was a welcoming and friendly place, 65% indicated that their teachers were sensitive to their needs, and 65% of indicated that they believe that they can be successful in school.

SPECIAL EDUCATION STUDENTS: 100% indicated they felt Pivot was a welcoming and friendly place, 100% indicated that their teachers were sensitive to their needs, and 100% indicated that they believe that they can be successful in school.

STUDENTS IN BOTH UNDUPLICATED AND SPECIAL EDUCATION SUBGROUPS: 0% responded to the survey.

STUDENTS IN NEITHER UNDUPLICATED OR SPECIAL EDUCATION SUBGROUPS: 50% indicated they felt Pivot was a welcoming and friendly place, 50% of students indicated that their teachers were sensitive to their needs, and 75% of students in indicated that they believe that they can be successful in school.

Parents and guardians were also surveyed, with 92.9% 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, 85.7% indicated that they believed their student was prepared.

PARENTS/GUARDIANS OF UNDUPLICATED STUDENTS: 95.5% indicated that they were satisfied with Pivot Charter School, 100% indicated that they were satisfied with the curriculum, and 83.3% indicated that they believed their student will be prepared for college or a career after Pivot.

PARENTS/GUARDIANS OF SPECIAL EDUCATION STUDENTS: 100% indicated that they were satisfied with Pivot Charter School, 100% indicated that they were satisfied with the curriculum, and 100% indicated that they believed their student will be prepared for college or a career after Pivot.

PARENTS/GUARDIANS OF STUDENTS IN BOTH UNDUPLICATED AND SPECIAL EDUCATION SUBGROUPS: 100% indicated that they were satisfied with Pivot Charter School, 100% indicated that they were satisfied with the curriculum, and 100% indicated that they believed their student will be prepared for college or a career after Pivot.

PARENTS/GUARDIANS OF STUDENTS IN NEITHER UNDUPLICATED OR SPECIAL EDUCATION SUBGROUPS: 83.3% indicated that they were satisfied with Pivot Charter School, 100% indicated that they were satisfied with the curriculum, and 83.3% indicated that they believed their student will be prepared for college or a career after Pivot.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

An area indicated as a need for improvement was in the area of social and emotional development and counseling. There were no meaningful conclusions to draw from the disaggregated data by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The 23-24 school year was the first year of implementation of Pivot P.R.I.D.E., a program across all Pivot campuses with the goal of improved culture and climate along with explicit Social Emotional Learning targets. This program includes 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 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 delivered by Educational Coordinators, monthly fun pep rallies around the core value led by the MTSS/counseling team, 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 P.R.I.D.E., in addition to the virtual events such as pep rallies and homerooms. In the coming school year, we will continue building supports for student-identified areas of need including tiered asynchronous lessons and supports, site-based SEL warm-ups and mini lessons, small groups led by counselors, as well as additional collaboration around student safety and discipline as a part of the Pivot P.R.I.D.E. program. Additionally, we plan to continue fostering and promoting a student-led ASB group to build student buy-in and engagement around clubs and events

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 resource 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.