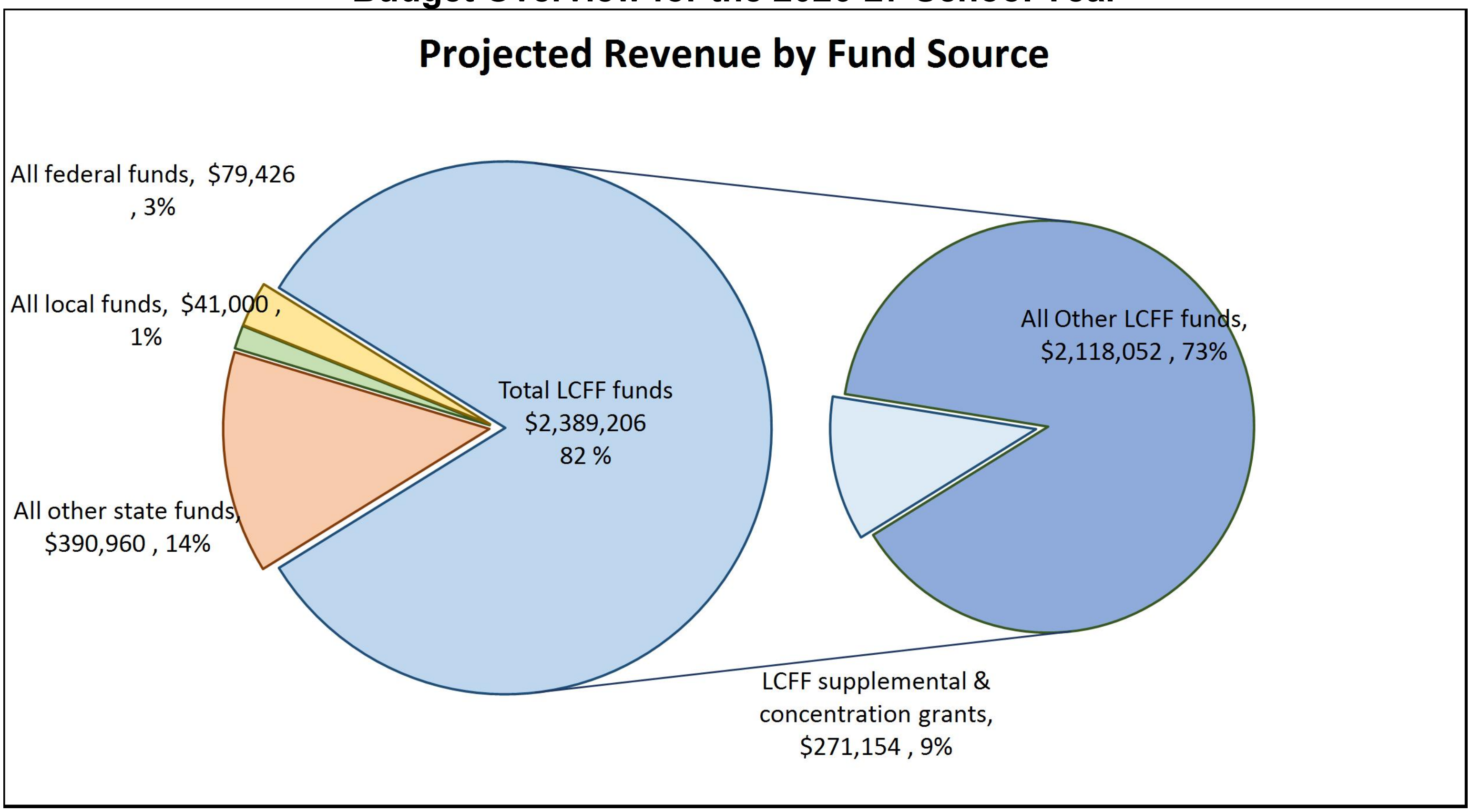
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pivot Charter School Riverside
CDS Code: 33-10330-0137836
School Year: 2026-27
LEA contact information:
Jayna Gaskell
Executive Director
jgaskell@pivotcharter.org
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 2026-27 School Year

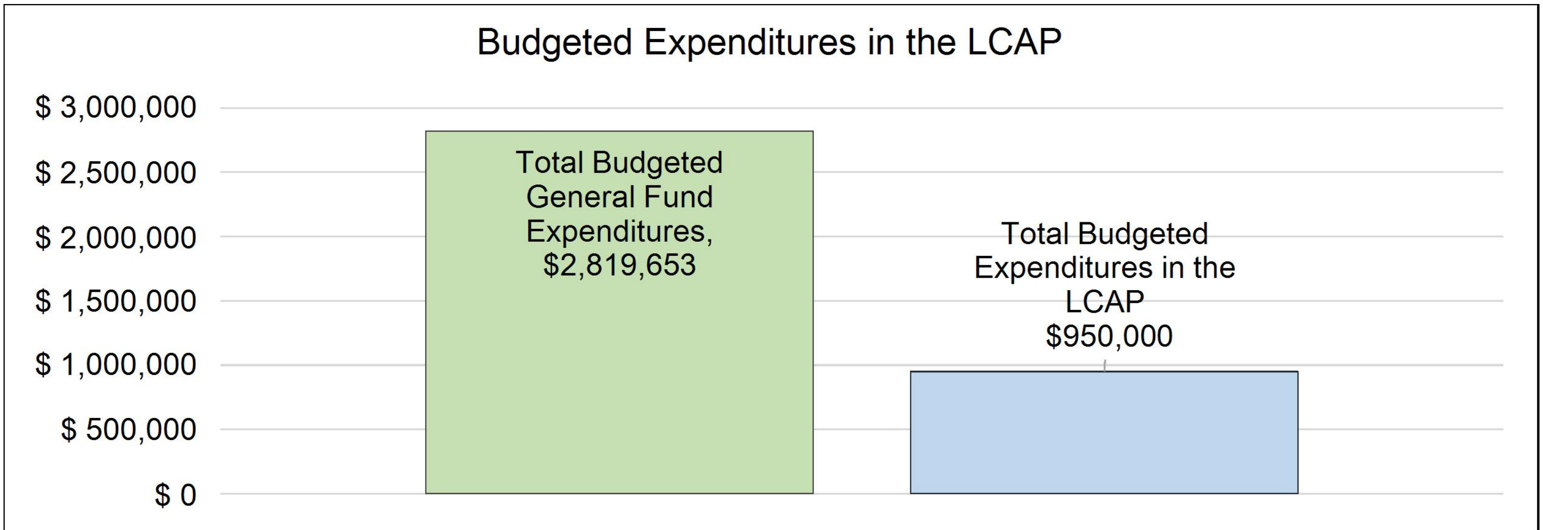


This chart shows the total general purpose revenue Pivot Charter School Riverside expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pivot Charter School Riverside is $2,900,592, of which $2,389,206 is Local Control Funding Formula (LCFF), $390,960 is other state funds, $41,000 is local funds, and $79,426 is federal funds. Of the $2,389,206 in LCFF Funds, $271,154 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pivot Charter School Riverside plans to spend $2,819,653 for the 2026-27 school year. Of that amount, $950,000 is tied to actions/services in the LCAP and $1,869,653 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

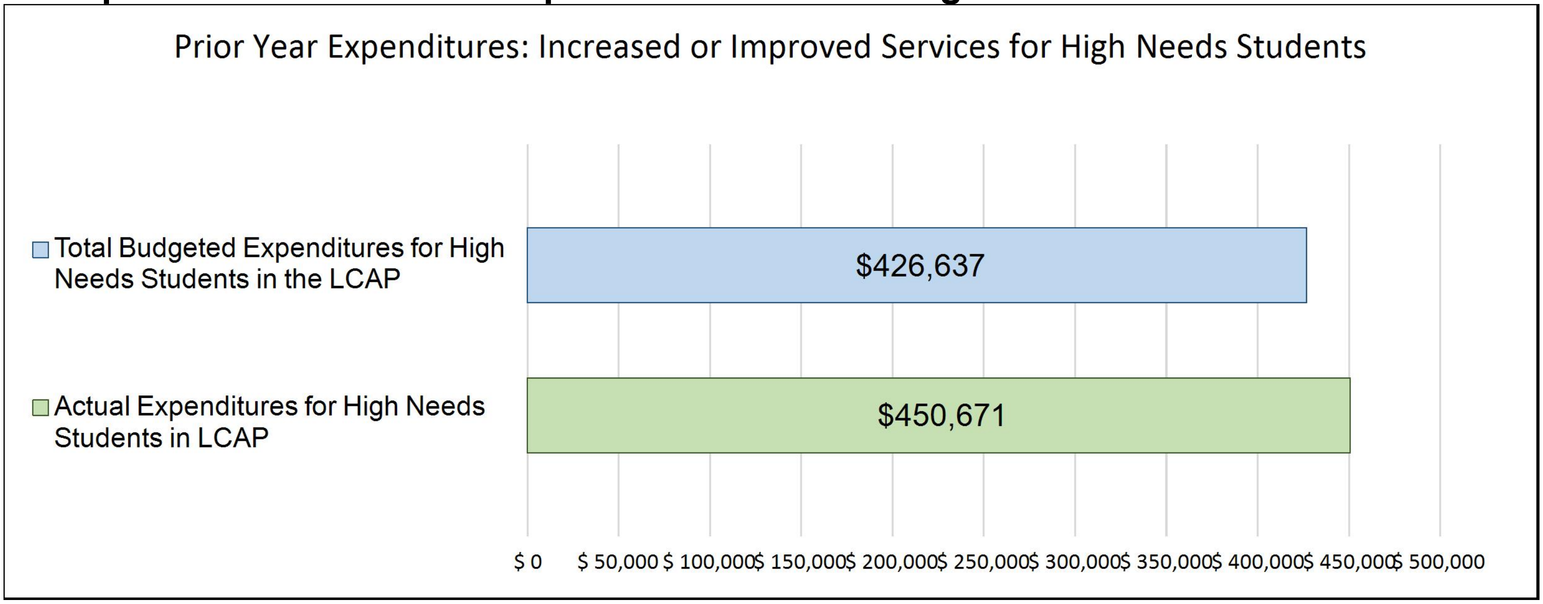
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Many of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services,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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pivot Charter School Riverside is projecting it will receive $271,154 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 $466,006 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 2025-26



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 2025-26, Pivot Charter School Riverside's LCAP budgeted $426,637 for planned actions to increase or improve services for high needs students. Pivot Charter School Riverside actually spent $450,671 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

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.

The 2022-2023 California School Dashboard (Dashboard) and local data allows us at Pivot to celebrate progress and identify areas for continued improvement.

Per the 2023 California School Dashboard and local data:

- Pivot Riverside received the lowest performance category (Red - Very Low) for its Graduation Rate, with a 67.6% graduation rate. There were no student groups reported.
- Pivot Riverside received the lowest performance category (Red - Very Low) for its College and Career Preparedness indicator, with 3.2% of students prepared, though colors were not yet awarded for this category on this dashboard. There were no student groups reported.
- Pivot Riverside received the lowest performance category (Red - Very Low) for its Chronic Absenteeism indicator, with a rate of 30.9%. Two student groups were reported: Hispanic and Socio-Economically Disadvantaged. These subgroups were also the lowest performance category.

Pivot is working to urgently address graduation rate and college and career preparedness by developing a system for individualized graduation planning and tracking for its students. Pivot North Valley's Goal 3 is entirely focused on improving these outcomes. Pivot is addressing the need for improvement in Mathematics in Action 2.3 and Action 2.4. In addition, Pivot has developed an Attendance Improvement plan, which is being executed by a new role of Program and Attendance Clerk (Action 1.9).

- Pivot Riverside received an Orange (Low) performance indicator for English Language Arts, which was an average of 13.6 points below standard. No student groups were reported.
- Pivot Riverside received a Yellow (Medium) performance indicator for Mathematics, with an average of 76.6 points below standard. No student groups were reported

Pivot Riverside is hoping to improve upon these areas of growth by continuing to test over 95% of students by improving communication around state testing, offering fun events on campus during testing week, and offering remote testing to eligible students. In addition, Pivot is implementing a school-wide diagnostic tool which requires offerings of targeted remediation lessons integrated into grade-level courses, ensuring personalized learning pathways for all students to improve ELA and Math scores (Action 2.3). Pivot is also creating the role of Intervention Specialist to support students in building foundational math and ELA skills, through remediation courses (Action 2.4)

Per the 2024 California School Dashboard and local data:

- Pivot Riverside did not have enough students to receive a performance indicator for the Graduation Rate Indicator. However, the LEA's graduation rate was 50%, a decline of 17.6%.
- Pivot Riverside did not have enough students to receive a performance indicator for the College and Career Preparedness indicator; however, 0% of students were college and career prepared.
- Pivot Riverside received the lowest performance category (Red - Very Low) for its Chronic Absenteeism indicator, with a rate of 34.1%, an increase (negative) or 3.3%. Two student groups were reported: Hispanic and Socio-Economically Disadvantaged. Hispanic students also had the lowest performance category, while Socio-Economically Disadvantaged students received an Orange indicator (Low).

Pivot Riverside is not yet seeing improvements in Graduation Rate or College and Career. Pivot plans to continue its individualized tracking and waiver system for students, while strengthening opportunities for college/career preparedness. Pivot is also not yet seeing results from its plans to improve attendance. Pivot will make adjustments to its plan to begin more individual tracking and interventions for attendance, while also adding in weekly collaborative staff discussions around supporting struggling students.

- Pivot Riverside received an Orange (Low) performance indicator for English Language Arts, which was an average of 26.5 points below standard, a decline of 12.9 points. One student group, socio-economically disadvantaged, was reported and received a Yellow (Medium) indicator.
- Pivot Riverside received an Orange (Low) performance indicator for Mathematics, with an average of 84 points below standard, a decline of 7.4 points. One student group, socio-economically disadvantaged, was reported and received a Yellow (Medium) indicator.

This data indicates that more changes are needed to support ELA and Mathematics goals at Pivot. Pivot will begin requiring three years of math for all high school students to support in math learning.

Per the 2025 California School Dashboard and local data:

- Pivot Riverside did not have enough students to receive a performance indicator for the Graduation Rate Indicator. However, the LEA's graduation rate was 75%, an increase of 25%.
- Pivot Riverside did not have enough students to receive a performance indicator for the College and Career Preparedness indicator. However, 26.9% of students were college and career prepared, an increase of 26.9%
- Pivot Riverside received an Orange (Low) indicator for Chronic Absenteeism, with a rate of 25.9%, an increase (negative) or 8.2%. Two student groups were reported: Hispanic and Socio-Economically Disadvantaged, and both were also in the Orange (Low) category.

Pivot Riverside is excited to see improvements in each of the target areas above. The Graduation planning, increase in college/career opportunities, and individualized attendance support plans are showing successful results.

- Pivot Riverside received an Orange (Low) performance indicator for English Language Arts, which was an average of 48.1 points below standard, a decline of 21.6 points. One student group, socio-economically disadvantaged, was reported and received an Orange (Low) indicator.
- Pivot Riverside received the lowest performance indicator for Mathematics, Very Low (Red), with an average of 137.1 points below standard, a decline of 53.1 points. One student group, socio-economically disadvantaged, was reported and received the lowest indicator, Very Low (Red).

Efforts to improve academic outcomes have not been successful. Pivot has determined that its online curriculum is not effective and is therefore undergoing a comprehensive curriculum review to identify a replacement. In addition, Pivot will be redesigning its instructional offerings, both online and in-person, to better support students.

Pivot Riverside does not have 30 or more EL's and/or 15 or more LTEL's. The LEA has not received a performance indicator or Dashboard Data for this indicator in any of the years listed above.
Pivot Riverside does not currently have any unexpended LREBG funds.

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, monthly “homerooms”
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). In

24-25, Pivot has implemented a monthly “homeroom” for families, in an attempt to increase parent engagement and feedback. Pivot also created an asynchronous Family Training to collect feedback on the student onboarding process.

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 students' 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, is analyzed. Leadership determines where the school’s strengths lie, areas of weakness, 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).
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(Goal 1, Action 9): To address the subgroup of Hispanics that qualify under ATSI in 2024-2025, 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. Since 2023-2024, the subgroup of socio-economically disadvantaged no longer qualifies for ATSI.

As of the 2025-2026 school year, Pivot Riverside does not qualify for ATSI.

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	19.2% Response Rate 100% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	19.2% Response Rate 100% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	28.3% Response Rate 96.77% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	Increase the response rate by 10% each year to reach 40%	Increased by 9.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90.6% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 100% of parents/guardians found Pivot's Parent Square communications helpful 100% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 100% of parents/guardians surveyed were satisfied with Pivot overall	90.6% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 100% of parents/guardians found Pivot's Parent Square communications helpful 100% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 100% of parents/guardians surveyed were satisfied with Pivot overall	93.55% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 98.39% of parents/guardians found Pivot's Parent Square communications helpful 100% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 98.39% of parents/guardians surveyed were satisfied with Pivot overall		
1.2	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool Same as above, but disaggregated for	Local Indicator Priority 3 Self-Reflection Tool: Parents/Guardians of All Students	Local Indicator Priority 3 Self-Reflection Tool:	Local Indicator Priority 3 Self-Reflection Tool:	Increase by the self-rating of building partnerships with parents/guardians	Parents/Guardians of All Students: Building Partnerships -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents of unduplicated pupils Same as above, but disaggregated for parents of students with exceptional needs (IEP/504 Plan students)	Building Relationships - Average 4.5 Building Partnerships - Average 3.75 Seeking Input for Decision-Making - Average 3 Parents/Guardians of Unduplicated Students Building Relationships - Average 4.25 Building Partnerships - Average 3.5 Seeking Input for Decision-Making - Average 2.75 Parents/Guardians of SPED/504 Students Building Relationships - Average 4.5 Building Partnerships - Average 4.5 Seeking Input for Decision-Making - Average 3.25	Parents/Guardians of All Students Building Relationships - Average 4.5 Building Partnerships - Average 4 Seeking Input for Decision-Making - Average 3 Parents/Guardians of Unduplicated Students Building Relationships - Average 4.25 Building Partnerships - Average 3.75 Seeking Input for Decision-Making - Average 2.75 Parents/Guardians of SPED/504 Students Building Relationships - Average 4.5 Building Partnerships - Average 4.5 Seeking Input for Decision-Making - Average 3.25	Parents/Guardians of All Students Building Relationships - Average 4.5 Building Partnerships - Average 3.75 Seeking Input for Decision-Making - Average 3 Parents/Guardians of Unduplicated Students Building Relationships - Average 4.25 Building Partnerships - Average 3.5 Seeking Input for Decision-Making - Average 2.75 Parents/Guardians of SPED/504 Students Building Relationships - Average 4.5 Building Partnerships - Average 4.5 Seeking Input for Decision-Making - Average 3.25	to above a 4. Increase seeking input for decision-making self-rating to above a 4.	increased to maintained Parents/Guardians of Unduplicated Students Building Partnerships - maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Safe, Clean Functional School Facilities - Number of facilities meeting "Good Repair" status (aligned with SARC-reported data)	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	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2024 CA School Dashboard.	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2025 CA School Dashboard.	Maintain 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard	Maintained
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	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 2024 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 2025 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	Maintained
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%	2024-25 P-1 ADA: 157.34 Attendance %: 89.18% 2024-25 P-2 ADA: 155.47 Attendance %: 89.18%	2025-26 P-1 ADA: 169.30 Attendance %: 93.33% 2025-26 P-2 ADA: 174.25 Attendance %: 93.06%	Increase attendance by 2% each year to reach an attendance rate of 90%.	P1 ADA increased by 26.63 P1 Attendance % increased by 6.20% P2 ADA increased by 30.16 P2 Attendance % increased by 6.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 disadvantaged students were chronically absent 21.7% of students with disabilities were chronically absent 61.1% of students were chronically absent as reported on DataQuest for 2022-23(all students)	34.1% of students were chronically absent as reported on 2024 CA School Dashboard (K-8 students) 41.5% of Hispanic students were chronically absent 32.7% of socioeconomically disadvantaged students were chronically absent 33.3% of students with disabilities were chronically absent 40.3% of students were chronically absent as reported on DataQuest for 2023-24 (all students)	25.9% of students were chronically absent as reported on the 2025 CA School Dashboard (K-8 students) 25% of Hispanic students were chronically absent 27.6% of socioeconomically disadvantaged students were chronically absent 20.8% of students with disabilities were chronically absent 31.8% of students were chronically absent as reported on DataQuest for 2024-25 (all students)	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.	% of students who were chronically absent decreased by 5% Hispanic students who were chronically absent decreased by 10.6% % of socioeconomically disadvantaged students who were chronically absent decreased by 13.2% % of students with disabilities who were chronically absent maintained 0.9% % of K-12 students who were chronically absent as reported on DataQuest for 2023-24 decreased by 29.3%
1.7	Parent/Student response rates	2023-24 39 Posts in ParentSquare	2024-25 50 Posts in ParentSquare	2025-26 49 Posts in ParentSquare	Increase Family Interaction by 5% each year to reach 30%.	Increased Family Interaction by 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		99% Reach via App/Text/Email 100% Parent Engagement 16% Family Interaction (Likes/Comments)	97% Engagement/Reach 85 Direct Messages 18% Family Interaction (Likes/Comments)	100% Engagement/Reach 35 Direct Messages 26% Family Interaction (Likes/Comments)		
1.8	Number of trainings offered and percentage of staff participating in outside professional development opportunities	39 Staff Workshops 9 LEA-Wide Trainings 61% of staff participating in outside Professional Development	10 Pivotwide trainings 28 Workshops 38 Site Meetings 56% Participated in outside professional development	31 Staff Workshops 12 LEA-Wide Trainings 60% Participated in outside professional development - increase of 4% over prior year 32 Site Meetings	Maintain over 70% of staff participating in professional development.	% of staff participating in outside professional development decreased by 1%.

Goal Analysis [2025-26]

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.

The implementation of Goal 1 was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

Successes include a decrease in the Chronic Absenteeism rate and an increase in attendance rates. In addition, school facilities remained safe, and all students continued to have access to school Chromebooks to access standards-aligned instructional materials. Finally, participation in the Parent Survey increased, and 98.4% of parents continued to express satisfaction with Pivot overall.

One challenge came in a change of personnel, with the Community Liaison moving on from the position during the school year. Pivot adjusted the position to even better reach the goal of building strong relationships with students, families, and communities, with plans to have a new staff member in the position by the following 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.

Action 1.1 MTSS expenditures were less than budgeted due to the departure of an employee whose position was part of this action.

Action 1.3 Community Liaison expenditures were less than budgeted due to the position being vacant for a significant portion of the year.

Action 1.10 Professional Development expenditures were higher than budgeted. Pivot provided many professional development opportunities to address specific trends and issues arising among student populations.

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

The specific actions implemented under Goal 1 demonstrated varying degrees of effectiveness in making progress toward the goal of ensuring 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.

Access to instructional materials (Action 1.5) and Technology Management (Action 1.6) were effective in ensuring all students had access to Chromebooks to complete their online coursework.

Translation Services (Action 1.8) had low effectiveness. Teachers and families felt that the use of a third-party translation company presented challenges in building and strengthening relationships between the school and families. In addition, the Community Liaison (Action 1.3) was somewhat effective in contributing to Goal 1, as this role began to lay the foundation for connecting the school to additional services and resources to support students. Resources for socio-economically disadvantaged students (Action 1.4) were also somewhat effective. Despite offering materials to socio-economically disadvantaged students, the resources are often underutilized.

The Attendance Improvement Plan, including Attendance Clerk (Action 1.9) was effective in beginning to reduce the rate of chronic absenteeism and improving overall attendance. More work is needed in this area to continue these improvements.

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.

Based on the analysis of the data, the following adjustments will be made:

ACTION 1.9: Attendance Improvement Plan, including Attendance Clerk
Attendance Focus: To build upon the successes with improved attendance, a rigorous tiered reengagement plan by expanding its use of ParentSquare for attendance tracking and notifications. Pivot will also be developing an internal report on Chronic Absenteeism that will capture all efforts made in the past three school years, a summary of qualitative and quantitative data collected, and the plans for the upcoming school year. Finally, Pivot will be starting home visits to further strengthen relationships with students and families. Pivot believes this effort will also have a positive impact on school engagement and attendance.

Action 1.3 Bilingual Outreach Coordinator
Pivot Charter School is sunsetting the general Community Liaison position to transition to a more targeted Bilingual Outreach Coordinator role. While we continue to recognize the power of strong community partnerships, our data and family feedback indicate a critical need for specialized support in removing language and resource barriers. The new Bilingual Outreach Coordinator will serve as a critical communication bridge between all four Pivot campuses and our diverse family populations. This proactive approach focuses on bilingual advocacy, targeted support for vulnerable populations, removing barriers to attendance, and strengthening family participation in school decision-making.

Action 1.5: Access to instructional materials
PIvot has added notebooks, pencils, and art supplies to this description. Despite offering a fully online curriculum, Pivot recognizes that high-quality learning happens when students have nondigital tools to take notes and create projects. By more intentionally providing these materials, Pivot hopes to see improved outcomes for socio-economically disadvantaged students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. This action is funded by Federal Title I funds. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted.	$27,823.00	No
1.2	Safe and Clean Facilities	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.	$239,881.00	No

Action #	Title	Description	Total Funds	Contributing
		This approach recognizes the value of participation in a physical school environment for a well-rounded educational experience. 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.		
1.3	Community Liaison Bilingual Outreach Coordinator	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. This action is changing for the 2026-2027 school year. We are sunsetting the general Community Liaison position to establish a dedicated Bilingual Outreach Coordinator. Pivot Charter School recognizes the power of strong community partnerships and targeted family support. This role serves as a critical communication bridge between our four campuses and our diverse family populations, with a focus on removing language and resource barriers. The Coordinator will provide bilingual advocacy for Spanish-speaking families, lead specialized outreach for foster, homeless, and migrant students, and collaborate with leadership to develop resources that address chronic absenteeism. By fostering this deeper level of engagement and connecting families with essential local support organizations, Pivot continues its proactive approach to ensuring every student and family has the collaborative support system they need to thrive. This action is funded by Federal Title I funds for 2026-27. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted.	$14,309.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Resources for Socio-economically disadvantaged students	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. 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. 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.	$2,295.00	Yes
1.5	Access to instructional materials	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. This will ensure equitable access to our online curriculum and virtual offerings, empowering all students to participate fully in the Pivot learning experience.	$35,827.00	No
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.	$15,318.00	No
1.7	Increase Family Engagement through	Utilize communication tools, including social media, the school’s Student Information System, and ParentSquare, to increase parent/family	$3,007.00	No

Action #	Title	Description	Total Funds	Contributing
	Communication Tools	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 that 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.		
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. Pivot Riverside has been exited from ATSI status, after the release of the 2025 California Dashboard. This action had been used to improve attendance under our ATSI plan for the affected subgroup of Hispanic students.	$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. Pivot will employ a dedicated Attendance Clerk who 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 with students and families regarding attendance achievements and accrued absences. This role will also support in coordinating with school staff to improve school attendance and promote positive engagement in academic programs.	$15,302.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is funded by Federal Title I funds. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted. Pivot Riverside has been exited from ATSI status, after the release of the 2025 California Dashboard. Previously, this action had 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.		
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.	$10,000.00	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.

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.	Fall: 82.84% of students feel successful at Pivot.	Fall: 79.4% of students feel successful at Pivot.	90% of students feel included at Pivot. 80% of students feel that teachers	Fall: Increased the % of students who feel successful by 2.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		64.96% of students feel that teachers or other adults at Pivot understand them. 70.94% of students know how to manage emotions like stress, anxiety, and overwhelm. 50.43% of students have another student/peer that they can talk to or connect with.	77.61% of students feel included at Pivot. 64.18% of students feel that teachers or other adults at Pivot understand them. 64.42% of students know how to manage emotions like stress, anxiety, and overwhelm 40.3% of students have another student/peer that they can talk to or connect with. Spring: 80.53% of students feel successful at Pivot. 76.99% of students feel included at Pivot. 69.91% of students feel that teachers or other adults at Pivot understand them. 76.99% of students know how to manage emotions like	83.3% of students feel included at Pivot. 69.1% of students feel that teachers or other adults at Pivot understand them. 76.2% of students know how to manage emotions like stress, anxiety, and overwhelm 53.2% of students have another student/peer that they can talk to or connect with. Spring: 85.6% of students feel successful at Pivot. 84.5% of students feel included at Pivot. 78.4% of students feel that teachers or other adults at Pivot understand them. 80.4% of students know how to manage emotions like stress, anxiety, and overwhelm	or other adults at Pivot know or understand them. 85% of students know how to manage feelings like stress, overwhelm and anxiety. 70% of students feel connected to a peer.	Increased the % of students who feel included at Pivot by 9.8% Increased the % of students who feel that teachers or other adults at Pivot understand them by 4.14% Increased the % of students who know how to manage emotions like stress, anxiety, and overwhelm by 5.26% Increased the % of students who have another student/peer that they can talk to or connect by 2.77%. Spring: Increased the % of students who feel successful by 8.68% Increased the % of students who feel included at Pivot by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			stress, anxiety, and overwhelm 53.10% of students have another student/peer that they can talk to or connect with.	63.9% of students have another student/peer that they can talk to or connect with.		Increased the % of students who feel that teachers or other adults at Pivot understand them by 13.44% Increased % of students know how to manage emotions like stress, anxiety, and overwhelm by 9.46% Increased the % of students have another student/peer that they can talk to or connect by 13.47%.
2.2	Dashboard Suspension and Expulsion Rate (Status)	0% of students were suspended at least once as reported on 2023 CA School Dashboard 0% of English Learners were suspended at least once 0% of Homeless youth were suspended at least once	0% of students were suspended at least once as reported on 2024 CA School Dashboard 0% of English Learners were suspended at least once 0% of Homeless youth were	0.5% of students were suspended at least once as reported on the 2025 CA School Dashboard 0% of English Learners were suspended at least once 0% of Homeless youth were	Maintain less than 1% suspension rate and less than 0.5% expulsion rate	Increased the number of students with disabilities suspended by 1.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% of socioeconomically disadvantaged students were suspended at least once 0% of students with disabilities were suspended at least once 0% of Hispanic students were suspended at least once	suspended at least once 0% of socioeconomically disadvantaged students were suspended at least once 0% of students with disabilities were suspended at least once 0% of Hispanic students were suspended at least once	suspended at least once 0% of socioeconomically disadvantaged students were suspended at least once 1.9% of students with disabilities were suspended at least once 0% of Hispanic students were suspended at least once 1.1% of White students were suspended at least once		
2.3	Appropriately Assigned Teachers - Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report Appropriately assigned teachers (Local indicator & TAMO)	0 misassignment determinations 66.9% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignment determinations 79.2% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignment determinations 81.1% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignments Increase the percentage of Clear FTE on the Teacher Assignment Monitoring Outcomes report until we reach 85%.	Maintained misassignment determinations % of clear FTE increased by 12.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Broad Course of Study Course enrollment for identified courses	2023-24 Course Enrollments English 77.93% History/Social Studies 71.72% Mathematics 73.10% Physical Education 62.76% Science 66.21% Electives 82.76% Community Service 53.10% CTE 4.42% VAPA 17.70% 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%	2024-25 Enrollments English 90.53% History/Social Studies 78.68% Mathematics 80.53% Physical Education 62.11% Science 75.26% Electives 82.63% Community Service 91.91% CTE 2.31% VAPA 28.32% World Language 57.80% AP Classes 2.31% Advanced Math 10.40% Advanced Science 0.58% College/Dual Enrollment 8.09% Unduplicated: English 87.35% History/Social Studies 76.33% Mathematics 82.04% Physical Education 61.63% Science 74.29% Electives 80.41%	2025-26 Course Enrollments English 87.3% History/Social Studies 76.4% Mathematics 67.0% Physical Education 63.2% Science 72.2% Elective 80.2% Community Service 38.7% CTE 2.4% VAPA 7.1% World Language 22.6% AP 0.9% Advanced Math 0.9% Advanced Science 0.0% College/Dual Enrollment 5.2% Unduplicated: English 86.1% History/Social Studies 73.8% Mathematics 67.2% Physical Education 62.3% Science 69.7% Elective 79.5%	Increase the number of students in advanced math class by 3% each year to reach 15%. Increase the number of students in advanced science class by 3% each year to reach 9%.	All Students Advanced Math: decreased by 5.64% Unduplicated Students Advanced Math: decreased by 8.82% Special Education / 504 Advanced Math: decreased by 6.252% All Students Advanced Science: no change Unduplicated Students Advanced Science: no change Special Education / 504 Advanced Science: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	Community Service 93.38% CTE 3.24% VAPA 25.95% World Language 70.27% AP Classes 4.32% Advanced Math 5.41% Advanced Science 0.00% College/Dual Enrollment 5.41% Special Education / 504: English 86.46% History/Social Studies 72.92% Mathematics 73.96% Physical Education 48.96% Science 75.00% Electives 77.08% Community Service 80.70% CTE 1.75% VAPA 22.81% World Language 45.61% AP Classes 3.51% Advanced Math 5.71% Advanced Science 1.75%	Community Service 72.3% CTE 7.7% VAPA 10.8% World Language 40.0% AP 0.0% Advanced Math 0.0% Advanced Science 0.0% College/Dual Enrollment 9.2% Special Education / 504: English 81.0% History/Social Studies 71.4% Mathematics 73.0% Physical Education 57.1% Science 74.6% Elective 77.8% Community Service 63.9% CTE 0.0% VAPA 11.1% World Language 41.7% AP 0.0% Advanced Math 0.0% Advanced Science 0.0%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			College/Dual Enrollment 8.77%	College/Dual Enrollment 5.6%		
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 Local Indicator on 2023 CA School	Professional Development: Average 3.8 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 4.4 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating ELD sections of Implementation of Academic Standards: 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 Average 3.7 self-rating on ELD sections of Implementation of Academic Standards Local Indicator on 2025 CA School	Increase professional development and policy & program self-rating to above a 4.	Professional Development: Average Increased by 0.2 Policy & Program Support: Average increased by 0.8, exceeded desired outcome.
2.6	CA School Dashboard English/Language Arts (ELA) and Mathematics	2023 CA Dashboard Distance From Standard	2024 CA Dashboard	2025 CA Dashboard	Decrease the distance from standard on ELA	Distance From Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic Indicator: Distance from Standard (DFS)	ELA - 13.6 From Standard Math - 76.6 From Standard	Distance From Standard ELA - 26.5 From Standard Math - 84 From Standard	Distance From Standard ELA - 48.1 From Standard - declined 21.6 Math - 137.1 From Standard - declined 53.1	by 5 points to reach +1 above standard. Decrease the distance from standard on Math by 10 points to reach -36 from standard.	ELA - increased 34.5 points Math - increased 60.5 points
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: Math - 5.3.8 From Standard ELA - 37.7 From Standard	2024 CA Dashboard Academic Performance Indicators English Learners: Math - [Less than 11 Students] ELA - [Less than 11 Students] Socioeconomically Disadvantaged: Math - 111.5 From Standard ELA - 10.5 From Standard Students with Disabilities: Math -91.4 From Standard ELA - 51.5 From Standard	2025 CA Dashboard Academic Performance Indicators English Learners: Math - [Less than 11 Students] ELA - [Less than 11 Students] Socioeconomically Disadvantaged: Math - 153.6 From Standard - declined 92.6 ELA - 61.3 From Standard - declined 50.8 Students with Disabilities: Math - 191.9 From Standard - declined 100.5	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.	English Learners: Math - In/Decreased [Less than 11 Students] ELA - In/Decreased [Less than 11 Students] Socioeconomically Disadvantaged: Math - increased 77 ELA - increased 9.9 Students with Disabilities: Math - increased 138.1 ELA - increased 45

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ELA - 82.7 From Standard - declined 31.2		
2.8	i-Ready diagnostic growth	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 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 i-Ready Reading Diagnostic 3: 2 Or More Grade Levels Below 33.81% 1 Grade Level Below 17.99 On or Above Grade Level 48.92 i-Ready Math Diagnostic 1: 53.41% - 2 Or More Grade Levels Below 16.48% - 1 Grade Level Below	i-Ready Reading Diagnostic 1: 46.11% - 2 Or More Grade Levels Below 16.11% - 1 Grade Level Below 37.78% On or Above Grade Level i-Ready Reading Diagnostic 2: 35.00% - 2 Or More Grade Levels Below 18.13% - 1 Grade Level Below 46.88% On or Above Grade Level i-Ready Reading i-Ready Reading Diagnostic 3: 33.58% - .2 Or More Grade Levels Below 14.93% - 1 Grade Level Below 51.49% - On or Above Grade Level	i-Ready Reading Diagnostic 1: 34.59% - 2 Or More Grade Levels Below 15.68% - 1 Grade Level Below 39.64% On or Above Grade Level i-Ready Reading Diagnostic 2: 30.69% - 2 Or More Grade Levels Below - decreased 3.91% 12.70% - 1 Grade Level Below - decreased 2.98% 56.61% On or Above Grade Level - increased 6.88% i-Ready Reading Diagnostic 3: [Data will be available in the next LCAP Update] i-Ready Math Diagnostic 1:	Decrease the number of students 2 or more grade levels below in Reading to less than 25%. Decrease the number of students 2 or more grade levels below in Math to less than 30%.	Diagnostic 1: The number of students 2 or more grade levels below in Reading decreased by 10.6% The number of students 2 or more grade levels below in Math decreased by 4.9% Diagnostic 2: The number of students 2 or more grade levels below in Reading decreased by 12.2% The number of students 2 or more grade levels below in Math decreased by 12.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		30.68% - On or Above Grade Level 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 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	i-Ready Math Diagnostic 1: 57.14% - .2 Or More Grade Levels Below 16.48% - 1 Grade Level Below 26.37% - On or Above Grade Level i-Ready Math Diagnostic 2: 39.51% - 2 Or More Grade Levels Below 16.67% - 1 Grade Level Below 26.37% On or Above Grade Level i-Ready Math Diagnostic 3: [Data will be available in the next LCAP Update]	41.21% - .2 Or More Grade Levels Below 20.88% - 1 Grade Level Below 37.91% - On or Above Grade Level i-Ready Math Diagnostic 2: 34.97% - .2 Or More Grade Levels Below - decreased 6.24% 16.39% - 1 Grade Level Below - decreased 4.49% 48.63% - On or Above Grade Level - increased 10.72% i-Ready Math Diagnostic 3: [Data will be available in the next LCAP Update]		
2.9	EL Access to CA Standards including ELD standards - Report Rating(s) for ELD within the Local Indicator Self-Reflection Tool	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards:	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards:	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards:	Increase Professional development and Policy & Program to above 4 on self-rating.	Professional Development: Increased to 4 Policy & Program Support: Increased to 4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional Development: 3 out of 5 self-rating Instructional Materials: 4 out of 5 self-rating Policy & Program Support: 3 out of 5 self-rating	Professional Development: 4 out of 5 self-rating Instructional Materials: 4 out of 5 self-rating Policy & Program Support: 4 out of 5 self-rating	Professional Development: 4 out of 5 self-rating Instructional Materials: 4 out of 5 self-rating Policy & Program Support: 4 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 - no data	Less than 11 students - no data	Less than 11 students - cannot set target.	Less than 11 students
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	18.2% of English learners reclassified during the 2023-24 school year, as calculated based on local data in CALPADS and SIS	5.6% English learners reclassified during the 2024-25 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%	Increased by 5.6%

Goal Analysis [2025-26]

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.

Implementation of Goal 2, which is focused on social-emotional learning (SEL) and core academic growth, was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

A key success was the result of SEL surveys, where the majority of students continue to feel successful at Pivot.

A major challenge was observed in SBAC results, where students continue to fall below standard.
One success can be seen with our English Learners, who met reclassification metric target outcomes last 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.

Action 2.1 Social Emotional Learning expenditures were higher than budgeted due to increased counselor hours to address student needs.

Action 2.4 Reading Intervention Specialist expenditures were less than budgeted due to the position being vacant for a significant portion of the year.

Actions 2.7 Educational Coordinator for English Learners & 2.8 English Language Development Teacher both saw expenditures which were higher than budgeted. This is due to an expansion of the ELD program and increased general education teacher support for English learners.

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

The specific actions implemented under Goal 2 were somewhat effectiveness 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.

- Social Emotional Learning (Action 2.1): Pivot continues to see the majority of students express that they feel successful and included at Pivot. However, the survey results show that growth could be made in the areas of connectedness.
- Increasing the Impact of Highly Qualified Teachers (Action 2.2): Results of standardized testing (CAASPP) and internal diagnostic results (i-Ready) show an urgent need in the area of increasing the impact of highly qualified teachers. In this way, this action was largely ineffective and changes will be made in its focus for the 26-27 school year.
- ELA and Math Achievement Supports (Action 2.3) Intervention Specialist (Reading Intervention Specialist) (Action 2.4): Also due to persistent low and stagnant outcomes on standardized testing, these actions have shown to be ineffective. As a result, changes will be made to the focus on these goals below.
- Oversight of Academic Programs for Unduplicated Pupils (Action 2.5) and Targeted Support for Unduplicated Pupils (LCFF) (Action 2.6): These actions have been somewhat effective. In some areas of the data, unduplicated students underperformed the whole school data, and in others, they overperformed.
- Educational Coordinator for English Learner (Action 2.7), English Language Development Teacher (Action 2.8), and English Language Learner Curriculum (Action 2.9): These actions have been effective in ensuring EL students make progress towards English language proficiency.

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.

Based on the analysis of the data, the following adjustments will be made:
Pivot will be addressing persistent low test scores by adjusting Action 2.2. While Pivot has created a teacher support structure, which just finished its second year of implementation, the LEA has identified that in the next school year, it must focus on providing more direct instruction to improve academic outcomes. In Pivot's model, the online curriculum bears a large weight of responsibility for students' learning; however, the continued lack of progress in ELA and Math scores shows the urgent need for change.

- ELA and Math Achievement Supports (Action 2.3): Including i-Ready remediation lessons within grade-level courses has not had the impact on student learning that was planned, as measured by i-Ready and CAASPP results. So, Pivot will begin using i-Ready lessons in a more targeted format and focus more on direct instruction through online courses and on-site lessons to supplement the online curriculum.
- Intervention Specialist (Reading Intervention Specialist) (Action 2.4): During the Spring of 2026, Pivot has been able to launch its targeted reading intervention program. Pivot hopes to focus more on core literacy skill building, as

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 the 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.	$20,863.00	No
2.2	Increasing the Impact of Highly Qualified Teachers	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, the Director of Human	$11,641.00	No

Action #	Title	Description	Total Funds	Contributing
		Resources, and the 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. In addition, Pivot is working to create a teacher support plan to improve instructional practices and provide high-quality learning experiences for students, which includes explicit success criteria, a handbook with examples for best practices, and opportunities for teacher goal setting, observation, and support.		
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. This action is funded by LREBG funds. Costs associated with this action will be funded by LREBG funds first, and by LCFF funds after all LREBG funds have been exhausted. Metrics 2.6, 2.7, and 2.8 will be used to evaluate the effectiveness of this action.	$7,029.00	No
2.4	Intervention Specialist (Reading Intervention Specialist)	This action has been changed from the previous year. The former action was titled Intervention Specialist and focused on both reading and math. However, due to the comprehensive needs assessment conducted for the Learning Recovery Emergency Block Grant (LREBG), it has been determined that reading is a significantly more pressing need at this time, which should be specifically targeted. The Reading Intervention Specialist will provide targeted support in reading for students in grades 2-8 who are identified through multiple measures as below grade-level in reading. The Reading Intervention Specialist will	$18,767.00	No

Action #	Title	Description	Total Funds	Contributing
		utilize reading assessments and intervention curriculum to strategically group students and meet with them on a weekly basis to build reading skills and proficiencies. This action is funded by LREBG funds. Costs associated with this action will be funded by LREBG funds first, and by LCFF funds after all LREBG funds have been exhausted. Metrics 2.6, 2.7, and 2.8 will be used to evaluate the effectiveness of this action.		
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.	$63,480.00	Yes
2.6	Targeted Support for Unduplicated Pupils	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 that 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. 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.	$282,252.00	Yes
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.	$91,334.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$22,516.00	Yes
2.9	EL Curriculum	An English Learner curriculum will be implemented in order to provide designated English Language Development (ELD) instruction. 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. The ELD Level 1 curriculum for newcomer students will continue to be developed and refined by Pivot's ELD teacher.	$129.00	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	Percentage of students identified as "prepared" for college/career as reported on the 2024 CA School Dashboard: 0% of all high school graduates 0% of socioeconomically disadvantaged	Percentage of students identified as "prepared" for college/career as reported on the 2025 CA School Dashboard: 26.9% of all high school graduates 25% of socioeconomically disadvantaged	Increase the number of students who are college/career prepared by 3% to 12%	% of all High School Graduates increased by 23.7% % of Socioeconomically Disadvantaged High School Graduates increased by 20.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			high school graduates	high school graduates 23.5% of White high school graduates		
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	3.8% 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 2024 CA School Dashboard	25% 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 2025 CA School Dashboard	Increase the number of students meeting A-G requirements by 3% each year to 9%	The number of students meeting A-G requirements was maintained.
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	0% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2024 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 2025 CA School Dashboard	All sites: Increase the number of students completing a CTE pathway by 3% each year to reach 9%	No change
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	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	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	Increase the number of students meeting A-G requirements and completing a CTE pathway by 3% each year to reach 9%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			course, as reported on 2024 CA School Dashboard	course, as reported on 2025 CA School Dashboard		
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	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2024 CA School Dashboard	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2025 CA School Dashboard	Increase the number of students completing AP exams by 2% per year to reach 6%	No change
3.6	Standard Exceeded (Level 4): Prepared or Standard Met (Level 3) Conditionally Prepared for 11th graders	11th graders scale scores on the 2022-23 CAASPP 28.57% ELA Standard Met (Level 3) 15.87% Math Standard Met (Level 3) 12.70% ELA Standard Exceeded (Level 4) 9.52% of Math Standard Exceeded (Level 4)	11th graders scale scores on the 2023-24 CAASPP 36.84% ELA Standard Met (Level 3) 5.26% Math Standard Met (Level 3) 15.79% ELA Standard Exceeded (Level 4) 15.79% of Math Standard Exceeded (Level 4)	11th graders scale scores on the 2024-25 CAASPP 40.0% ELA Standard Met (Level 3) 4.00% Math Standard Met (Level 3) 12.0% ELA Standard Exceeded (Level 4) 4.00% of Math Standard Exceeded (Level 4)	Increase the number of 11th grade students with standards met or exceeded by 5% each year to reach 55%. Increase the number of students with standards met or exceeded standards on math by 5% each year to reach 40%.	The number of 11th grade students with standards met in ELA increased by 11.43% The number of 11th grade students with standards met in Math decreased by 11.87% The number of 11th grade students with standards exceeded in ELA was maintained The number of 11th grade students with standards exceeded in ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decreased by 5.52%
3.7	Number of students enrolled in a college course each semester	0% of students enrolled in a course at a junior or community college in the Fall of 2023-24 1.04% of students enrolled in a course at a junior or community college in the Spring of 2023-24	8.18% of students completed a course at a junior or community college in the Fall of 2024-25 6.86% of Students completed a course at a junior or community college in the Spring of 2023-24	9.4% of students completed a course at a junior or community college in the Fall of 2025-26 16.24% of studentsenrolled in a course at a junior or community college in the Spring of 2025-26	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%	The percentage of students (9th - 12th grade) who complete a course at a junior or community college in the Fall of 2024 increased by 9.4% and increased in the Spring of 2025 by 15.2%
3.8	Dashboard District Graduation Rate	Percentage of graduation cohort who graduated, as reported on the 2023 CA School Dashboard: 67.6% of students 70.4% of socioeconomically disadvantaged students 55.6% of Hispanic students	Percentage of graduation cohort who graduated, as reported on the 2024 CA School Dashboard: 50% of students 50% of socioeconomically disadvantaged students 43.8% of Hispanic students	Percentage of graduation cohort who graduated, as reported on the 2025 CA School Dashboard: 75% of students 72.7% of socioeconomically disadvantaged students 77.8% of White students Hispanic students - Fewer than 11 students, no data	Increase by 7% each year to reach 89% graduation rate. Increase by 10% per year for Hispanic students.	Percentage of graduation cohort who graduated, as reported on 2024 CA School Dashboard: % of all students increased by 7.4% % of socioeconomically disadvantaged students increased by 2.3% Fewer than 11 hispanic students, no data.
3.9	Dataquest 4-year Adjusted Cohort	As reported on DataQuest, 35.5% of	As reported on DataQuest, 52% of	As reported on DataQuest, 26.9%	Reduce the high school dropout	The high school dropout rate by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Outcome Report: Dropouts (High School) 1-year Dropouts as reported through CALPADS (Middle School)	students in the 2022-23 Four-Year Adjusted Cohort were considered high school dropouts.	students in the 2024-24 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	of students in the 2024-24 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	rate by 5% each year to reach 20%. Maintain 0 middle school dropouts.	decreased by 8.6%

Goal Analysis [2025-26]

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.

The implementation of Goal 3 was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

A notable success was the improvement of 25% in the graduation rate to over 75%. Similarly, increases were seen in the number of students taking college courses, meeting A-G requirements, and meeting various criteria to be “prepared” for college and career on the California Dashboard. The CCI rate increased by 16.10% to 28.60% of high school graduates.

To build on this success, Pivot hopes to address the following challenges. Pivot has struggled to expand testing opportunities, such as AP testing, Seal of Biliteracy assessments, and SATs. For this reason, Action 3.3 is often underutilized. This year, Pivot did utilize funds to support unduplicated pupils to test to qualify for the Seal of Biliteracy. Pivot hopes to expand these opportunities in the years to come. Another challenge is in the lack of improvement in the number of 11th-grade students meeting or exceeding standards on the CAASPP. Finally, scaling CTE pathway offerings continues to be a challenge for Pivot.

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

Actions 3.1 Graduation Rate Improvement Plan and 3.2 College and Career Readiness Framework expenditures were less than budgeted due to the position overseeing these efforts being vacant for part of the year.

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

The specific actions implemented under Goal 3 demonstrated varying degrees of effectiveness in preparing students for life after high school by providing pathways that facilitate the pursuit of higher education or a chosen career path.

Graduation Rate Improvement Plan (3.1) and College and Career Readiness Framework (3.2) showed effectiveness with an increase in both the Graduation Rate and percentage of students who are college and career prepared. The Academic Counselor (3.4) was also effective, as demonstrated in part by the increase in college courses completed by students.

Test fees (3.3) remained ineffective due to the low utilization of this resource.

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.

Based on the analysis of the data, the following adjustments will be made:
Action 3.3: Test Fees
Pivot will begin to offer a District Assessment option for the Seal of Biliteracy and cover the fees for this assessment for socio-economically disadvantaged students and English Learner students. In addition, with the momentum growing in the area of college and career, Pivot will expand its offerings of AP courses in the 26-27 school year, and the exams associated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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 of 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.	$6,166.00	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	$29,341.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Pivot will be adding a role of Career and Industries Partnership Coordinator, to grow Career Technical Education opportunities for Pivot students.		
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 and English Language Learners 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.	$28,720.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$271,154	$6,736

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
12.802%	0.000%	$0.00	12.802%

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	**Action:** Resources for Socio-economically disadvantaged students **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	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
	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. **Scope:** LEA-wide	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.	
1.8	**Action:** Translation Services **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,	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	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

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
	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. **Scope:** LEA-wide	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.	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.

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	**Action:** Oversight of Academic Programs for Unduplicated Pupils **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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** Targeted Support for Unduplicated Pupils **Need:**	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
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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.
2.7	**Action:** Educational Coordinator for English Learners **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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

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	**Action:** English Language Development Teacher **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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** EL Curriculum **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	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
	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. **Scope:** Limited to Unduplicated Student Group(s)	will be provided with respect to designated ELD instruction as well as integrated ELD instruction.	
3.3	**Action:** Test fees **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. **Scope:** Limited to Unduplicated Student Group(s)	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	1:186
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2026-27 Total Planned 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	$2,118,052	271,154	12.802%	0.000%	12.802%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$838,336.00	$48,971.00	$0.00	$62,693.00	$950,000.00	$649,272.00	$300,728.00

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		$27,823.00	$0.00				$27,823.00	$27,823.00	
1	1.2	Safe and Clean Facilities	All	No			All Schools		$0.00	$239,881.00	$239,881.00				$239,881.00	
1	1.3	Community Liaison Bilingual Outreach Coordinator	All	No			All Schools		$14,309.00	$0.00				$14,309.00	$14,309.00	
1	1.4	Resources for Socio-economically disadvantaged students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$2,295.00	$2,295.00				$2,295.00	
1	1.5	Access to instructional materials	All	No			All Schools		$0.00	$35,827.00	$35,827.00				$35,827.00	
1	1.6	Technology Management	All	No			All Schools		$15,318.00	$0.00	$15,318.00				$15,318.00	
1	1.7	Increase Family Engagement through Communication Tools	All	No			All Schools		$1,440.00	$1,567.00	$3,007.00				$3,007.00	
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		$15,302.00	$0.00				$15,302.00	$15,302.00	
1	1.10	Professional Development	All	No			All Schools		$0.00	$10,000.00	$4,741.00			$5,259.00	$10,000.00	
2	2.1	Social Emotional Learning	All	No			All Schools		$20,863.00	$0.00	$20,863.00				$20,863.00	
2	2.2	Increasing the Impact of Highly Qualified Teachers	All	No			All Schools		$11,641.00	$0.00	$11,641.00				$11,641.00	
2	2.3	ELA and Math Achievement Supports	All	No			All Schools		$0.00	$7,029.00		$7,029.00			$7,029.00	

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	2.4	Intervention Specialist (Reading Intervention Specialist)	All	No			All Schools		$18,767.00	$0.00		$18,767.00			$18,767.00	
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		$63,480.00	$0.00	$63,480.00				$63,480.00	
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		$282,252.00	$0.00	$282,252.00				$282,252.00	
2	2.7	Educational Coordinator for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$91,334.00	$0.00	$91,334.00				$91,334.00	
2	2.8	English Language Development Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$22,516.00	$0.00	$22,516.00				$22,516.00	
2	2.9	EL Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$129.00	$129.00				$129.00	
3	3.1	Graduation Rate Improvement Plan	All	No			All Schools		$6,166.00	$0.00	$6,166.00				$6,166.00	
3	3.2	College and Career Readiness Framework	All	No			All Schools		$29,341.00	$0.00	$6,166.00	$23,175.00			$29,341.00	
3	3.3	Test fees	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools									0.01
3	3.4	Academic Counselor	All	No			All Schools		$28,720.00	$0.00	$28,720.00				$28,720.00	

2026-27 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
$2,118,052	271,154	12.802%	0.000%	12.802%	$466,006.00	0.010%	22.012 %	**Total:**	$466,006.00
								LEA-wide Total:	$6,295.00
								Limited Total:	$459,711.00
								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	$2,295.00	
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	$63,480.00	
2	**2.6**	Targeted Support for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$282,252.00	
2	**2.7**	Educational Coordinator for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$91,334.00	
2	**2.8**	English Language Development Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,516.00	
2	**2.9**	EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$129.00	

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

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$795,038.00	$802,872.00

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	$48,555.00	$41,969
1	**1.2**	Safe and Clean Facilities	No	$141,571.00	$135,774
1	**1.3**	Community Liaison	No	$21,592.00	$13,377
1	**1.4**	Resources for Socio-economically disadvantaged students	Yes	$2,800.00	$1,937
1	**1.5**	Access to instructional materials	No	$34,957.00	$34,602
1	**1.6**	Technology Management	No	$13,365.00	$13,037
1	**1.7**	Communication Tools	No	$2,719.00	$2,126
1	**1.8**	Translation Services	Yes	$4,000.00	$3,796
1	**1.9**	Attendance Improvement Plan including Attendance Clerk	No	$13,352.00	$12,422
1	**1.10**	Professional Development	No	$6,953.00	$21,475
2	**2.1**	Social Emotional Learning	No	$20,256.00	$27,741

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)
2	**2.2**	Increasing the Impact of Highly Qualified Teachers	No	$9,223.00	$7,980
2	**2.3**	ELA and Math Achievement Supports	No	$5,975.00	$5,736
2	**2.4**	Reading Intervention Specialist (formerly Intervention Specialist)	No	$15,907.00	$5,503
2	**2.5**	Oversight of Academic Programs for Unduplicated Pupils	Yes	$60,148.00	$56,143
2	**2.6**	Targeted Support for Unduplicated Pupils	Yes	$270,801.00	$277,966
2	**2.7**	Educational Coordinator for English Learners	Yes	$71,813.00	$90,514
2	**2.8**	English Language Development Teacher	Yes	$16,995.00	$20,077
2	**2.9**	EL Curriculum	Yes	$80.00	$111
3	**3.1**	Graduation Rate Improvement Plan	No	$4,901.00	$3,546
3	**3.2**	College and Career Readiness Framework	No	$4,901.00	$3,546
3	**3.3**	Test fees	Yes	0	$127
3	**3.4**	Academic Counselor	No	$24,174.00	$23,367

2025-26 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)
$321,793	$426,637.00	$450,671.00	($24,034.00)	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	**1.4**	Resources for Socio-economically disadvantaged students	Yes	$2,800.00	$1,937		
1	**1.8**	Translation Services	Yes	$4,000.00	$3,796		
2	**2.5**	Oversight of Academic Programs for Unduplicated Pupils	Yes	$60,148.00	$56,143		
2	**2.6**	Targeted Support for Unduplicated Pupils	Yes	$270,801.00	$277,966		
2	**2.7**	Educational Coordinator for English Learners	Yes	$71,813.00	$90,514		
2	**2.8**	English Language Development Teacher	Yes	$16,995.00	$20,077		
2	**2.9**	EL Curriculum	Yes	$80.00	$111		
3	**3.3**	Test fees	Yes		$127	0.01	

2025-26 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)
$2,069,738	$321,793	0	15.548%	$450,671.00	0.000%	21.774%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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's professional development activities under Title II are closely tied to, and heavily influenced by, activities conducted under Title I Part A and Title IV Part A. These related activities support the needs of socioeconomically disadvantaged students as well as students who struggle for various other reasons. Title II funds greatly increase Pivot's ability to train staff members in strategies to address the unique needs of these students.

Pivot Charter School consults with educational partners to identify areas of need which may drive professional development plans. Students, parents/guardians, community partners, and other partner organizations are provided with opportunities for feedback regarding students' access to high quality instruction, the effectiveness of Pivot's instructional staff, and recommendations to improve Pivot's programs and the development of Pivot's instructional staff. Surveys are conducted at least annually.

Student data is used to identify areas of need to address with professional development for staff members. Data may demonstrate needs at the schoolwide level or for particular groups of students. If needs are identified for student subgroups, professional development plans can be tailored to increase staff knowledge of, and ability to address, the particular needs of those subgroups. Data sources used for this purpose include, but are not limited to: attendance and chronic absenteeism rates, graduation rates, suspension and expulsion rates, course completion rates, annual state testing scores, and internal benchmark assessment scores. Data is evaluated at least annually.

Pivot Charter School administration gathers feedback from staff members including teachers, principal equivalents, other school leaders, and instructional support staff such as paraprofessionals and specialized instructional support personnel regarding their experiences with professional development opportunities provided by the school. Pivot administration takes all suggestions for improvement into consideration, and makes adjustments accordingly to systems of professional growth and improvement. Pivot's instructional staff members are consulted at least annually.

Instructional staff performance data is used to identify areas of need for professional development. Performance evaluations are conducted to evaluate the quality and effectiveness of teachers, administrators, school leaders, and other instructional staff members. These evaluations are reviewed at least annually to determine whether educators are improving in their skills and abilities. Instructional staff and other school leaders 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:

For the 2026-27 year, Pivot Charter School plans to transfer all of its funds from Title IV, Part A to Title I, Part A pursuant to Section 5102 of the Every Student Succeeds Act (ESSA). Pivot Charter School transferred all of its funds from Title IV, Part A to Title I, Part A for the 2025-26 year and plans to continue making such transfers in future fiscal years.

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. Pivot Charter School maintains MOUs with various California colleges and universities to ensure guaranteed admission for Pivot students who meet the requirements. 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.

2026-27 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
2022-23	10.8	81.1%	16.4%	1.8%	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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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				4	

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.

Pivot Charter Schools continue to demonstrate "Full Implementation" of all California Common Core and State Standards. Our blended learning model leverages high-quality, standards-aligned digital curricula to ensure every student, regardless of geographic location, has equitable access to rigorous content.

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
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.

At Pivot Charter School, building relationships is the foundational infrastructure of our instructional model. Our goal is to use these relationships to transform the student's experience in education. Our "Full Implementation" rating reflects a system where parents and caregivers are engaged as active team members; weekly one-on-one communications and monthly progress meetings between teachers, students, and families create a culture of collaboration. Building on this, we have successfully integrated "Pivot P.R.I.D.E.," a program focused on building community through inclusive caregiver newsletters that provide school-to-community connections surrounding our core values. Last year, Pivot launched asynchronous family training, which removed traditional scheduling barriers and doubled participation, alongside a user-friendly Family Handbook. These efforts entered their second year of implementation this school year. Feedback from our annual parent survey consistently highlights that the trust, respect, and mutual flexibility between Pivot staff and the home support team are the primary drivers of student persistence and success.

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.

A primary focus area for Pivot is increasing parent participation in school-wide decision-making and collaborative training. This year, we launched monthly "Family Homerooms" to provide ongoing training and a forum for input; however, participation rates remained lower than anticipated. We are currently evaluating the format, timing, and outreach methods for these sessions to better facilitate family voice in school governance. Additionally, we have identified a need to standardize the frequency and quality of outreach across all teaching staff. Currently, Pivot lacks a centralized tool to monitor and audit one-on-one communications between educators and families. Exploring and implementing a unified communication management system is a priority for the coming year, as it will allow leadership to ensure all families receive the consistent, high-touch support that the Pivot model promises.

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.

To improve engagement for underrepresented families, Pivot has created a new Bilingual Outreach Coordinator Position. Central to this effort is a new strategic position tasked with ensuring equity by providing culturally sensitive interpretation for family meetings. This role moves beyond administrative support to lead the organization and outreach for the English Learner Advisory Committee (ELAC) and School Site Council, ensuring that our most vulnerable families have a direct seat at the decision-making table. Furthermore, this position serves as a dedicated liaison for McKinney-Vento and foster youth, conducting home visits and maintaining a comprehensive database of community resources—including housing, legal, and mental health support—to remove environmental barriers to learning. We hope that the efforts of this position will help improve the engagement of underrepresented families.

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.	4
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.

Pivot continues to work 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 Charter School excels in creating teams that unify students, caregivers, teachers, and educational specialists. Our "Full Implementation" rating is supported by a system where every student team, which may include general and special education teachers, counselors, and advocates, collaborates through group messaging, email, and mandatory monthly progress meetings. During monthly meetings, students and families play a key role in making decisions about the student's education. A key strength is our Multi-Tiered System of Support (MTSS) process, where Student Support Team (SST) meetings are triggered for any student struggling with the independent study model. For students with exceptional needs (rated "5" in home support and legal rights), we have established a high standard of partnership, ensuring families are not just informed of their rights but are active participants in the IEP and 504 processes. By shifting from a teacher-to-student model to a "Whole-Team" approach in each of these meetings, we ensure that everyone plays a role in creating a plans to support the student.

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.

Our primary focus area is moving from family notification to authentic family governance. While we have high engagement in 1-on-1 academic meetings, our "Initial Implementation" rating in school-wide decision-making reflects a challenge in securing consistent participation in forums like our "Family Homerooms." This year's low attendance highlighted a need to redesign these meetings to be more collaborative and less informative. We are focused on transforming these spaces into "Input Hubs" where parents can directly influence school policy, LCAP goal-setting, and resource allocation.

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.

Pivot recognized a disparity where families of students with exceptional needs (rated "5") feel more comfortable exercising their legal rights than our English Learner and foster/homeless families (rated "3"). To bridge this gap, the new Bilingual Outreach Coordinator will act as a strategic facilitator for our English Learner Advisory Committee (ELAC) and School Site Council. Rather than just inviting families to meetings, this role will provide the "pre-work" support—explaining jargon and legal rights—so that underrepresented caregivers can enter decision-making spaces as informed partners.

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 84.5% of students indicating they felt connected and included at Pivot, 78.4% of students indicating that their teachers and other adults at Pivot know and understand them, and 85.6% of students indicated that they feel successful at Pivot.

Unduplicated students
82.7% indicated that they feel connected and included at Pivot
78.8% indicated that their teachers or other adults at Pivot know/understand them
88.5% indicated that they feel successful at Pivot

Special education students
86.4% indicated that they feel connected and included at Pivot
90.9% indicated that their teachers or other adults at Pivot know/understand them
86.4% indicated that they feel successful at Pivot

Students who are in both unduplicated and special education subgroups:
90.0% indicated that they feel connected and included at Pivot
100% indicated that their teachers or other adults at Pivot know/understand them
80.0% indicated that they feel successful at Pivot

Students in neither the unduplicated nor the special education subgroups:
87.9% indicated that they feel connected and included at Pivot
75.8% indicated that their teachers or other adults at Pivot know/understand them
78.8% indicated that they feel successful at Pivot

Parents and guardians were also surveyed:
98.4% indicated that they were satisfied with Pivot Charter School and
96.8% indicated that they were satisfied with the curriculum.

Parents and guardians of unduplicated students:
100% indicated that they were satisfied with Pivot Charter School
100% indicated that they were satisfied with the curriculum

Parents and guardians of special education students:
93.3% indicated that they were satisfied with Pivot Charter School
93.3% indicated that they were satisfied with the curriculum

Parents and 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

Parents and guardians of students in neither the unduplicated nor the special education subgroups:
100% indicated that they were satisfied with Pivot Charter School
100% indicated that they were satisfied with the curriculum

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.

Analysis of our local climate survey data reveals a consistent upward trend across all four campuses from Fall to Spring. A primary strength is the increase in students "feeling successful" (averaging over 80% in the Spring) and a significant rise in students feeling that adults at Pivot "understand them," with some schools seeing nearly a 10% gain. These indicators suggest that our relational independent study model is successfully fostering a sense of belonging and academic confidence.

However, an identified area of need is Peer-to-Peer Connection. While scores improved throughout the year, initial Fall data showed that less than half of students felt they had a peer they could talk to. This highlight the "social gap" common in blended learning models. Additionally, while participation improved by moving the survey to ParentSquare, increasing the response rate remains a priority.

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.

To address the social connection gap identified in our local data, Pivot entered its third year of Pivot P.R.I.D.E., a comprehensive program that pairs monthly core values (e.g., Perseverance) with explicit Social-Emotional Learning (SEL) competencies. Recognizing that peer connection was a growth area, we are expanding this program beyond weekly virtual homerooms to include site-based SEL "warm-ups," counselor-led small groups, and monthly on-campus pep rallies designed to foster physical community.

For the upcoming year, we are implementing various strategic shifts for continuous improvement. Your new Bilingual Outreach Coordinator and Community Liaison will focus on connecting underrepresented families to these events, ensuring that student safety, discipline, and inclusion efforts are communicated in a culturally responsive manner.

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)

Pivot provides a comprehensive blended learning model for elementary, middle, and high school students. All students have 24/7 access to a robust online curriculum that includes core subjects, diverse electives, and remediation. To enrich the digital experience, we offer optional site-based workshops, projects, and clubs led by credentialed teachers. While these on-site programs are non-mandatory, they serve as a vital "Broad Course of Study" extension. To ensure equitable access, Pivot provides 1:1 technology (laptops) and internet support, removing geographic and socio-economic barriers. Our high school program specifically prioritizes student choice through a "College-First" mentality, encouraging and supporting students in concurrent enrollment to broaden their academic horizons beyond the standard high school catalog.

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)

The primary barriers preventing students from accessing a broad course of study are the significant learning gaps many students possess upon enrollment and the high level of executive functioning skills required to succeed in an independent study model. At the K-8 level, students often need to dedicate their full focus to intensive remediation in core classes to bridge foundational gaps, which leaves little room in their schedule for elective courses. Similarly, high school students who are credit-deficient must prioritize essential graduation requirements over upper-level math, sciences, or Career Technical Education (CTE) pathways. The demand for advanced self-regulation and time management in a blended environment further complicates this; students who struggle to master these executive functioning skills often prioritize the completion of core credits as a primary survival strategy, which inadvertently limits their ability to engage with a broader, more enriched curriculum.

4. 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)

To ensure equitable access, our LEA eliminated previous self-selected graduation paths, establishing a single, A-G pathway that encourages advanced math and science courses for all students. Simultaneously, we provide targeted interventions and supportive courses for struggling and credit-deficient students. We have also established strong partnerships with the local community college, and have seen student participation double in the last two years in taking and completing college courses. We are exploring diverse curricula to enhance content accessibility and developing more on-site courses to boost student engagement. To ensure equitable access, our LEA eliminated previous self-selected graduation paths, establishing a single, A-G pathway that encourages advanced math and science courses for all students. Simultaneously, we provide targeted interventions and supportive courses for struggling and credit-deficient students. We have also established strong partnerships with the local community college, and have seen student participation double in the last two years in taking and completing college courses. We are exploring diverse curricula to enhance content accessibility and developing more on-site courses to boost student engagement.

By transitioning to a single, rigorous A-G pathway for all students, we have ensured that every graduate has the opportunity to be eligible for four-year university admission, regardless of their starting point. To support this high standard, we have enhanced our support structures through targeted interventions and specialized "support courses" designed to help students master core content more efficiently, which in turn creates the necessary space in their schedules for a broader elective load. Furthermore, we have strengthened our partnerships with local community colleges, resulting in a doubling of student participation in concurrent enrollment over the past two years. Finally, we are actively diversifying our curriculum and developing more site-based courses to increase content accessibility and foster the peer connections essential for long-term engagement in a broad course of study.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					