

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pivot Charter School North Bay

CDS Code: 49-70839-0138065

School Year: 2022-23

LEA contact information:

Lindsey Vining

Director of Systems and Accountability

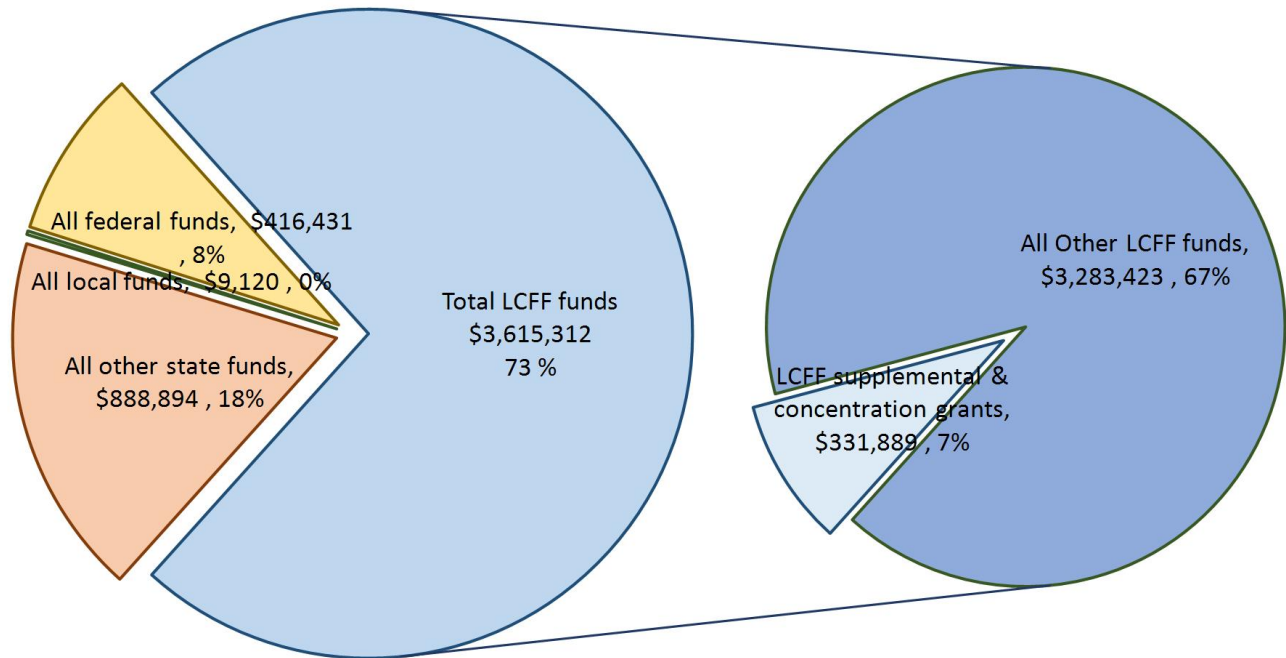
lvining@pivotcharter.org

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 2022-23 School Year

Projected Revenue by Fund Source



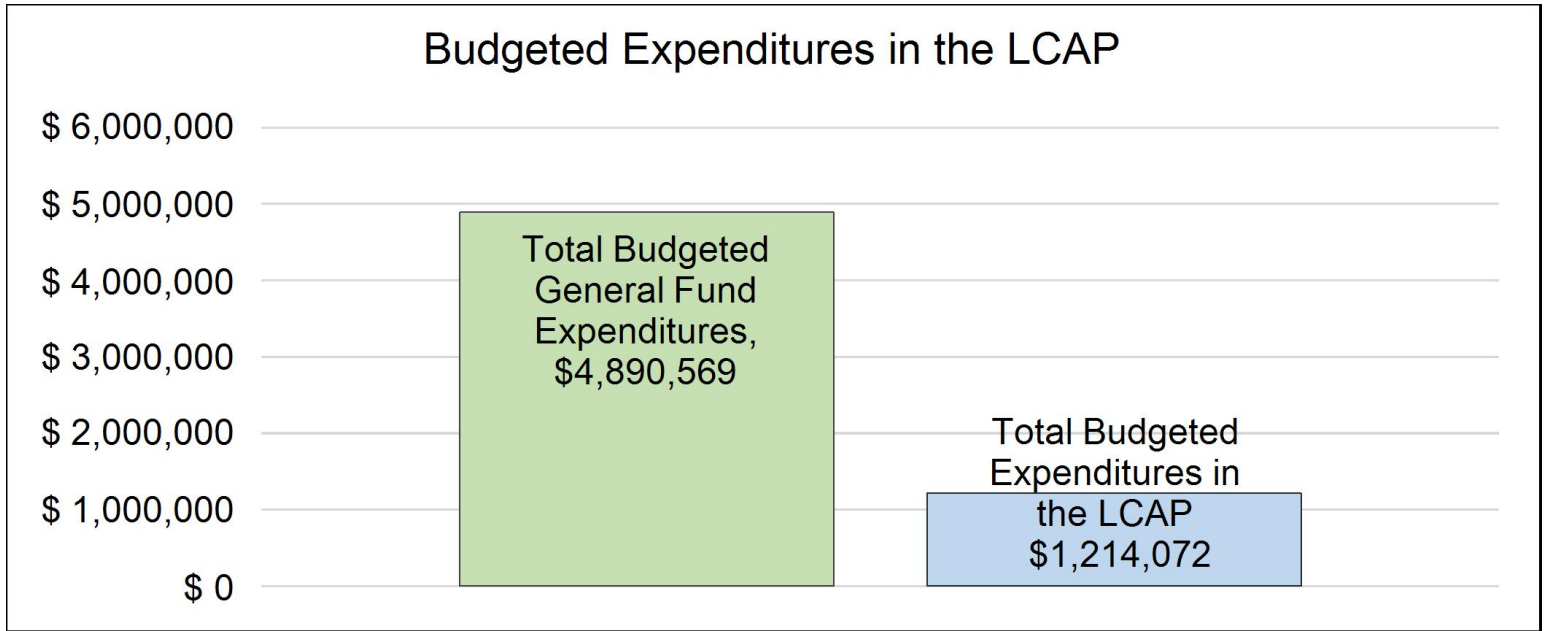
This chart shows the total general purpose revenue Pivot Charter School North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pivot Charter School North Bay is \$4,929,757, of which \$3,615,312 is Local Control Funding Formula (LCFF), \$888,894 is other state funds,

\$9,120 is local funds, and \$416,431 is federal funds. Of the \$3,615,312 in LCFF Funds, \$331,889 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 North Bay plans to spend for 2022-23. 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 North Bay plans to spend \$4,890,569 for the 2022-23 school year. Of that amount, \$1,214,072 is tied to actions/services in the LCAP and \$3,676,497 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

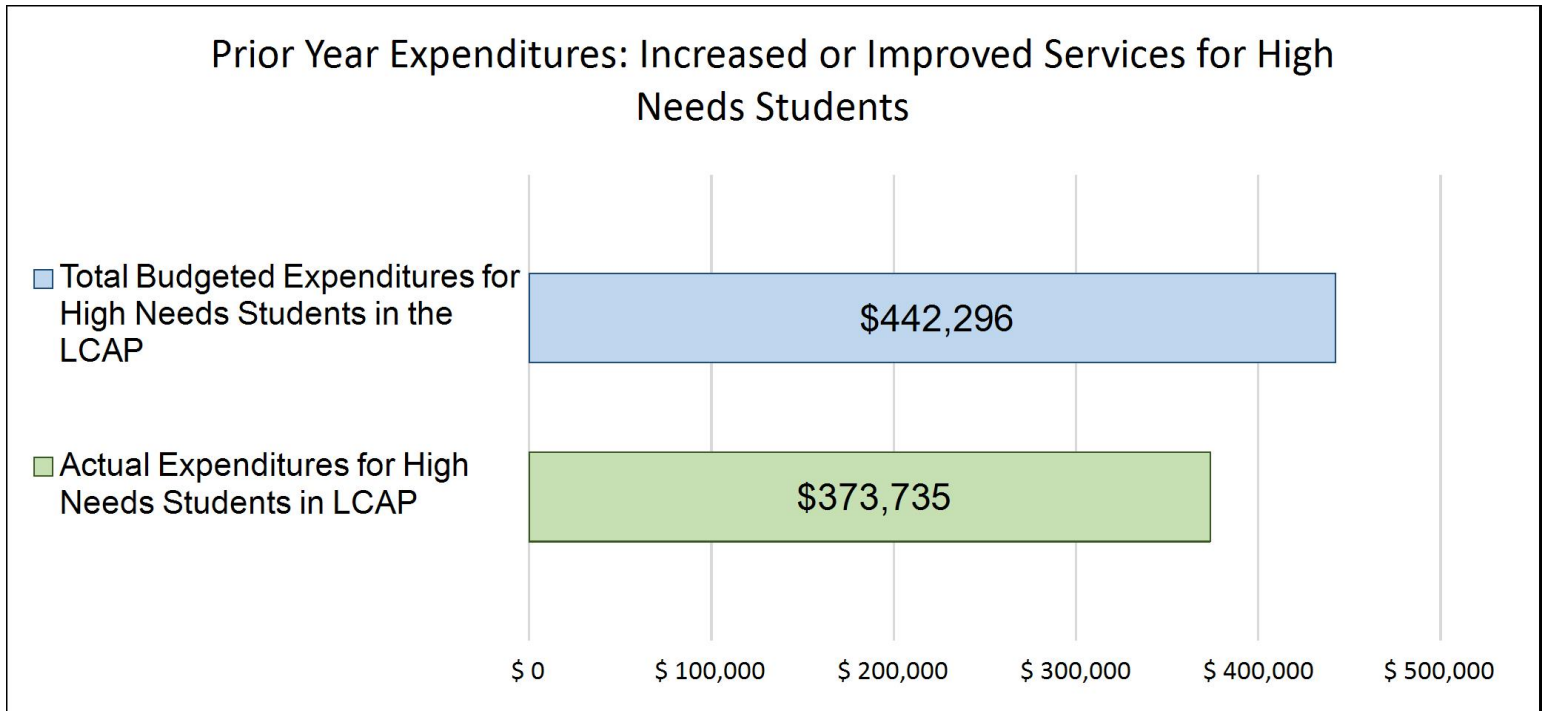
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Most of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services,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

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Pivot Charter School North Bay is projecting it will receive \$331,889 based on the enrollment of foster youth, English learner, and low-income students. Pivot Charter School North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Pivot Charter School North Bay plans to spend \$433,563 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 2021-22



This chart compares what Pivot Charter School North Bay 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 North Bay 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 2021-22, Pivot Charter School North Bay's LCAP budgeted \$442,296 for planned actions to increase or improve services for high needs students. Pivot Charter School North Bay actually spent \$373,735 for actions to increase or improve services for high needs students in 2021-22.

Estimated actual expenditures for actions and services to increase or improve services for high needs students in 2021-22 are lower than the total budgeted expenditures for those planned actions and services. The difference is primarily due to enrollment being significantly lower than originally budgeted. Staffing levels were also lower than originally planned due to staffing shortages and unfilled positions as well as the decreased need for certain positions in relation to the lower enrollment. It is important to note that LCFF Supplemental and Concentration Grant funds for 2021-22 are projected to be \$300,066 and that the estimated actual expenditures to support actions and services to increase or improve services for high needs students in 2021-22 exceeded that amount. There is no carryover of LCFF Supplemental & Concentration Grant funds.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pivot Charter School North Bay	Elizabeth Jones Chief Business Officer	ejones@pivotcharter.org 530-433-9141

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Pivot Charter School engaged educational partners extensively in the development of the 2021-22 LCAP. Fortunately, most of the funds included in the Budget Act of 2021 for which Pivot Charter School is eligible were already known and anticipated at the time the LCAP was originally developed, even though funding amounts were estimates and official allocations were not yet determined. However, a few funding sources were either not known at the time of LCAP development or had significant changes which resulted in the need for additional engagement with educational partners. After the original LCAP was adopted and the Budget Act of 2021 subsequently enacted, Pivot Charter School engaged with educational partners on the use of Special Education Learning Recovery Funds and the Educator Effectiveness Grant.

Educational partners were engaged regarding Special Education Learning Recovery Funds in October 2021. Meetings were held with school administration, special education staff members, students with IEPs and their parents/guardians, and SELPA representatives to identify students in particular need and to strategize how best to assist these students in accelerating their learning and progress.

The Educator Effectiveness Grant provides significant funding for professional development. In addition to surveys and feedback collected during initial LCAP development, school administration conducted a professional development survey for school staff members in November 2021. The survey included questions designed to gauge interest in various topics and also allowed staff members to share their own individual goals for professional growth and career advancement. Survey results are being used to drive school wide professional development plans as well as targeted plans to assist individuals in achieving their professional goals.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA does not receive concentration grant funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Pivot Charter School engaged educational partners extensively regarding one-time federal funds intended to support recovery from the COVID-19 pandemic during the original development of the 2021-22 LCAP. Engagement regarding ESSER II & III funds was included in the original LCAP and details can be found in the Stakeholder Engagement section of the LCAP, which is located on the Policies and Documents page of Pivot's website (see URL below).

After the original LCAP was adopted, Pivot Charter School engaged further with educational partners on the use of ESSER III funds. Feedback collected to determine usage of ESSER III funds was collected from August through October 2021, via student and parent surveys as well as meetings with various individuals and entity representatives. Details can be found in the Community Engagement section of the ESSER III Plan, which is located on the Policies & Documents page of Pivot's website (see URL below).

The Policies & Documents page of Pivot's website can be accessed via this URL:

<http://pivotnorthbay.com/policies-documents/>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan is proceeding largely as intended. Funds were allocated to support ongoing needs related to the COVID-19 pandemic, such as creating new positions as well as purchasing equipment, materials, supplies, and services. Prior to the start of the school year Pivot Charter School successfully filled all its new positions funded by these sources including the COVID Coordinator, Technology Coordinator, and Reading & Literacy Specialist.

The COVID Coordinator position has been incredibly helpful in ensuring Pivot's COVID Safety Plan and protocols are effectively implemented and remain up to date with current guidance from federal, state, and local agencies. The COVID Coordinator has also facilitated the purchase, distribution, and use of supplies and equipment which reduce the risk of disease transmission such as face coverings, hand sanitizer, air purifiers, and cleaning products. This position has been a huge success for the 2021-22 school year.

The Technology Coordinator position has also been very successful. The addition of this position has led to increased cybersecurity measures and more robust device management, which has been critical to providing effective instruction in an entirely virtual format for those families who continue to choose 100% remote learning. This position provides technical support to students and parents as well as staff members, to ensure everyone has appropriate access and can effectively engage in Pivot's virtual program offerings regardless of socioeconomic status. As planned, the Technology Coordinator has facilitated the purchase of additional equipment to meet student access needs, including Chromebooks and WiFi hotspots which are loaned to students.

The Reading & Literacy Specialist position has been able to provide individual remediation and support to students who struggle with reading in a capacity not seen prior to the filling of this position. The Reading & Literacy Specialist has been able to work one-on-one with students and with small groups of students both in virtual and in-person formats. For the students and families who participate in the program, it has shown great success. Students who participate are appreciative of the additional support and are showing an increase in confidence and skills. The greatest challenge to this position and program is getting families to participate. Many students and their families are not responding to the offer of additional support or are not interested in doing remediation work on top of general education courses. Students are scheduled to take a second round of internal diagnostic assessments in late January 2022. We will be collecting data on student reading growth and hope to share the growth of those who participated in the program with hesitant or non-responsive families to provide additional motivation to participate in the program.

One challenge experienced during implementation of planned ESSER expenditures has been contracting for outside technological services. A technology audit through a third party was planned to be executed early in the 2021-22 school year. Due to the large number of changes being managed simultaneously by school administration, the technology audit has been delayed, but is still expected to take place later in the school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Pivot Charter School uses the LCAP as its primary planning document. All additional funds received are viewed through the lens of the LCAP when assessing areas of need and determining actions and services to meet those needs. The 2021-22 LCAP includes actions and services funded by several sources including LCFF, ESSER, and the Expanded Learning Opportunities (ELO) Grant. Evidence of alignment is clear in the applicable plans. For example, the ESSER III Expenditure Plan clearly references goals and actions from the LCAP and ELO Grant Plan. See below for information on how to view these documents.

Pivot is using its fiscal resources for the 2021-22 school year as detailed in applicable plans such as the LCAP, ESSER III Expenditure Plan, and Safe Return to In-Person Instruction and Continuity of Services Plan. Overall, the implementation of planned actions and services has been going well and fiscal resources have been allocated as planned. The school has experienced some difficulty filling certain vacant positions, and this has resulted in year-to-date expenditures being less than expected for certain planned actions and services.

Plans for new revenue sources such as Special Education Learning Recovery funds and the Educator Effectiveness Grant have also been aligned with the LCAP. Expenditures under the Special Education Learning Recovery funds are aligned with LCAP Goal 3, Actions 2, 4, 5, & 6. Expenditures under the Educator Effectiveness Grant are aligned with LCAP Goal 1, Actions 6 & 7.

The LCAP, ESSER III Expenditure Plan, Safe Return to In-Person Instruction Plan, and ELO Grant Plan can be viewed on the Policies & Documents page of Pivot's website:

<http://pivotnorthbay.com/policies-documents/>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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 North Bay	Lindsey Vining Director of Systems and Accountability	lvining@pivotcharter.org 530-636-4362

Plan Summary [2022-23]

General Information

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

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

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

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

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

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

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

Pivot Charter Schools are founded on the following Core Beliefs:

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

Pivot Charter School North Bay serves students who live in the following counties: Sonoma, Mendocino, Lake, Napa, Solano, and Marin. Additionally, according to the CA School Dashboard for 2021, Pivot Charter School North Bay had an enrollment of 453 of which 53% are identified as socioeconomically disadvantaged, 14.3% as students with disabilities, 6.2% English learners, 1.3% foster youth, and 2.4% homeless.

Reflections: Successes

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

The programs implemented by Pivot Charter School are focused on supporting students to build their academic skills, grow socially and emotionally, and become lifelong independent learners who are successful in an independent study learning environment. Increased communication from Pivot staff with students and families, as well as structured support meetings and expectations, has resulted in improved outcomes for students. Due to a limited California School Dashboard for the last couple of years, local data comprises a majority of the analysis.

Pivot has seen an increased satisfaction with the MTSS process and maintained a high level of overall satisfaction with families.

Chronic absenteeism has reduced.

The average GPA associated with A-G coursework has increased.

There has been an increase in the percentage of students who are completing CTE coursework, including introductory Career Explorations courses.

There has been an increase in the percentage of students who are completing college credit coursework.

There has been an increase in the percentage of parents who believe that their student is prepared for a college or career after Pivot.

There has been an increase in the percentage of parents who believe that their student was academically successful at Pivot.

Pivot has seen an increased graduation rate, credit completion, and K-8 course completion.

Pivot Charter School has always shown low suspension and expulsion rates. For the last two consecutive years, Pivot has been able to maintain an expulsion rate of 0% as well as reduce its suspension rate.

Reflections: Identified Need

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

Pivot Charter School has made a continued effort to strengthen its communication with families prior to and during enrollment regarding the expectations for daily student engagement and academic progress, since the requirements for independent study are often not always fully understood. The processes put into place by Pivot to identify students who are not performing satisfactorily has resulted in increased outcomes like lower chronic absenteeism rates, higher graduation rates, and higher credit completion. However, as a result of the continuation of high expectations for daily student academic engagement and communication, Pivot has seen a slight decrease in retention from one year to the next as well as a slight increase in the withdrawal rates during the school year. This is not interpreted as an area in need of improvement but instead understood as a result of the steps taken to ensure that students are attending school each school day, as well as making satisfactory progress toward grade level promotion or graduation.

Pivot Charter School is pleased to see its chronic absenteeism rates improve from year to year but they are still well above what Pivot would consider satisfactory. Pivot will continue to work to improve its chronic absenteeism rates by focusing on MTSS and other programs that work to engage students on a daily basis while in independent study.

While CA School Dashboard data is unavailable for the last couple of years in regards to English Language Arts and Mathematics performance tied to Smarter Balanced assessment results, Pivot's internal assessments show that there is much improvement to be made in regards to growing academic achievement in these areas. There has been growth in both the percentage of students who met their target

growth and growth in average scale score growth from 2019-20 to 2020-21, but the overall percentage of students who met their target growth is still well below the desired outcome. Pivot Charter School must continue to focus on helping students grow in these academic areas to meet their target growth each year.

LCAP Highlights

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

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

Several funding sources which are new to Pivot will be used to implement certain actions detailed in the LCAP. Pivot began applying for Federal Title funding in 2020-21, and will continue to do so. Some actions are related to the ongoing effects of COVID-19 and addressing challenges which have occurred due to the pandemic; many of these actions will be funded by Federal ESSER monies. Pivot has also secured a CTE Grant and an MTSS Training grant which support actions detailed in the LCAP. Pivot Charter School's Supplemental and Concentration Grant funds will be used to provide programs and support for unduplicated pupils, and the 2021-24 LCAP includes more of these supports than ever before.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Board Meetings - Pivot Charter School traditionally has at least four regularly scheduled Pivot Charter School Board Meetings a year. In attendance are our Governing Board, Executive Director, Administrative Staff and Pivot Charter School Teachers. Our charter school authorizers, families and members of the community are always invited and welcome to attend as well. All Board meetings are also accessible to any community members or staff at any of the four Pivot schools, no matter where the meeting is physically being held, via video conferencing. Governing Board Meetings are accessible via any internet connection or at the schools with staff assistance. Since March 2020, all Board meetings have been held remotely via video conference due to the COVID-19 pandemic.

Staff Meetings - Pivot Charter School holds weekly staff meetings with all Pivot Staff.

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

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

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

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

A summary of the feedback provided by specific educational partners.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retention percentage / continued enrollment - Percentage of students who were enrolled for two consecutive school years	57.3% of students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year 50.6% of unduplicated students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year	48.8% of students enrolled in the 2020-21 school year also enrolled in the 2021-22 school year 50.5% of unduplicated students enrolled in the 2020-21 school year also enrolled in the 2021-22 school year			Increase the retention rate by 2.5% for both the general population and unduplicated students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Withdrawals - Percentage of students withdrawn through the MTSS process	<p>8.3% of students were withdrawn through the MTSS process in 2019-20</p> <p>10.4% of unduplicated students were withdrawn through the MTSS process in 2019-20</p>	<p>10.6% of students were withdrawn through the MTSS process in 2020-21</p> <p>14.7% of unduplicated students were withdrawn through the MTSS process in 2020-21</p>			Decrease the withdrawal rate by 3% for the general population and by 5% for unduplicated students.
Chronic absenteeism - As measured by the CA School Dashboard (K-8 students only) and DataQuest (all students)	<p>24% of students were chronically absent as reported on 2019 CA School Dashboard (K-8 students)</p> <p>27.9% of students with disabilities were chronically absent</p> <p>29.9% of socioeconomically disadvantaged students were chronically absent</p> <p>51.4% of students were chronically absent as reported on DataQuest for 2018-19 (all students)</p>	<p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20</p>			<p>Maintain or decrease the chronic absenteeism rate for general population K-8 students (CA School Dashboard).</p> <p>Decrease the chronic absenteeism rate for subgroup populations.</p> <p>Decrease the chronic absenteeism rate for general population K-12 students (DataQuest) by at least 5%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>DataQuest absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p> <p>47.0% of students were chronically absent as reported on DataQuest for 2020-21 (all students)</p>			
Parent and student surveys (Program)	<p>76.5% of parents surveyed in Spring 2021 agreed with the statement "The MTSS supports provided to my student helped my student be more successful."</p> <p>100% of parents surveyed in Spring 2021 were satisfied with Pivot Charter School overall</p>	<p>90.5% of parents surveyed in Spring 2022 agreed with the statement "The MTSS supports provided to my student helped my student be more successful."</p> <p>94.7% of parents surveyed in Spring 2022 were satisfied with Pivot Charter School overall</p>			Increase satisfaction until at least 85% and then maintain annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher misassignments - As reported in Cal-SAAS	0 misassignments	0 misassignments			Maintain 0 misassignments.
Suspension Rate - As reported by the CA School Dashboard	<p>2.8% of students were suspended at least once as reported on 2019 CA School Dashboard</p> <p>8.6% of English Learners were suspended at least once</p> <p>0% of Homeless youth were suspended at least once</p> <p>2.5% of socioeconomically disadvantaged students were suspended at least once</p> <p>3.4% of students with disabilities were suspended at least once</p>	<p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>ALTERNATE DATA SOURCE: 0.2% of students were suspended as reported on DataQuest for 2020-21</p>			Decrease the suspension rate for the general population and subgroups until rate is 2% or below.
Expulsion Rate - As reported on DataQuest	0% of students were expelled as reported on DataQuest for 2019-20	0% of students were expelled as reported on DataQuest for 2020-21			Maintain an expulsion rate of less than 1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
COVID outbreaks and hazards		0 COVID outbreaks, as defined by California Department of Public Health 0 reported COVID hazards on Pivot's COVID Hazard Reporting Form			Maintain 0 COVID outbreaks or hazards.
Parent and student surveys (Technology)		Of parents and students surveyed in Spring 2022 who used devices loaned from Pivot, 100% stated they feel that the devices provide full access to school work, curriculum, and virtual instruction.			Maintain at 95% or above.
Parent and student surveys (SEL & Counseling)		75% of parents surveyed in Spring 2022 agreed with the statement "My child's interactions with their school (in person or virtual) have helped my child socially and emotionally this school year."			Increase satisfaction until at least 80% and then maintain annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Pivot's Multi-Tiered System of Support (MTSS) is structured around addressing individual student needs and removing barriers to learning. The MTSS team, led by the MTSS Coordinator and Regional Director, evaluates students' needs and strategize how best to help each struggling student succeed. Pivot staff will also participate in additional extensive MTSS training through coursework and conference attendance, funded by the recently obtained MTSS SUMS grant.	\$132,107.00	No
1.2	Student Equipment & Materials	Purchase, distribute, and manage additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, textbooks, etc.	\$15,000.00	No
1.3	Technology Management	Employ a Technology Coordinator to manage equipment and resources for students, to help close the Digital Divide and to ensure all students have equitable access to technological tools, regardless of background or socioeconomic status. This position also includes 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.	\$28,951.00	No
1.4	COVID-19 Health & Safety	Purchase materials and supplies, including Personal Protective Equipment (PPE) to ensure effective implementation of Pivot's COVID-19 Safety & Prevention Plans. Employ a COVID Coordinator to facilitate ongoing implementation of these plans including inspection and evaluation of facilities and site-based programs, purchasing of necessary materials and supplies, contact tracing, reporting to state and local agencies, etc.	\$23,137.00	No
1.5	Facilities	Even though Pivot is a Nonclassroom-Based Charter School (NCB), the school will maintain physical facilities for the purpose of offering extensive opportunities for in-person activities such as direct	\$249,751.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction, academic support, counseling, enrichment, special education services and assessments, culture and community building, and peer socialization.		
1.6	Professional Development	Professional development will be provided for teachers and staff in a broad range of content areas such as instructional pedagogy, social-emotional learning, supporting students with special needs, and youth suicide prevention. Staff members will also be supported in course work to expand their credentials, certifications, and licenses.	\$22,000.00	No
1.7	Targeted Professional Development	Targeted professional development will be provided for teachers and staff to enable them to understand and meet the needs of unduplicated pupils and their families. The focus will be on Diversity, Equity, and Inclusion (DEI) and professional development sessions will cover topics related to socioeconomically disadvantaged students, foster and homeless students, English Learners, and other historically underrepresented groups.	\$10,265.00	Yes
1.8	Bus Passes	Pivot will provide bus passes to socioeconomically disadvantaged students, as well as to other students in need, to ensure they have equal access to site based programs at the resource center.	\$2,000.00	Yes
1.9	Student Meals	In order to ensure students are receiving adequate nutrition, Pivot will provide a minimum of one full meal to all low-income students that attend the supplemental resource center programs for at least 2 hours each day. Additional snacks will also be provided.	\$2,500.00	Yes
1.10	Social-Emotional Learning	Develop and embed Social-Emotional Learning (SEL) lessons into core coursework and expand counseling services. Increased offerings are aimed at reducing social and emotional barriers to learning.	\$72,516.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Targeted Support for Unduplicated Pupils	Designated teaching staff will be employed to work specifically with unduplicated pupils including English Learners, foster and homeless youth, and low-income students. Teachers and administrators work together to ensure unduplicated pupils' learning plans include additional support. This includes evaluation of device and connectivity needs, translation needs for parents/guardians, ensuring students have access to a satisfactory location from which to engage in school work, etc.	\$167,892.00	Yes
1.12	Communication Tools	Utilize communication tools through the school's Student Information System to increase parent/family engagement, build community, and facilitate stakeholder input.	\$1,850.00	No
1.13	Translation Services	In an effort to provide equal access to Pivot Charter School and its programs for all members of the local community, especially English Learners, professional translation services will be utilized for marketing materials, enrollment/registration forms, and other important documents that will be sent to families. Translation services will also be provided over the phone and in person for important meetings with students and parents/guardians.	\$7,821.00	Yes

Goal Analysis [2021-22]

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

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

Pivot was able to move forward with full implementation of most of its planned actions. Even with hiring challenges seen across the state, Pivot has hired and retained staff for the positions of MTSS Coordinator, Technology Coordinator, COVID Coordinator, and dedicated Educational Coordinators to serve primarily unduplicated pupils.

A few actions were only partially implemented, however: Technology Management and Targeted Professional Development. Pivot opted to delay the technology audit of its Google Admin Console, so that part of the Technology Management action has not yet been implemented.

Also, due to increased funding sources for a variety of professional development topics, the focus on content specific to unduplicated pupils was not as significant as originally planned.

Furthermore, the implementation of the Social-Emotional Learning (SEL) and Translation Services actions was different than specified in the original LCAP. Counseling services were expanded as planned in the SEL action, but the counseling team decided against implementing a new stand-alone SEL curriculum. Instead, custom assignments were embedded across middle and high school English courses, covering topics aimed at reducing social and emotional barriers to learning. Translation services were provided as intended, but Pivot utilized a combination of vendor services and in-house translation by staff members. The original plan had accounted for almost all translation services to be provided by Pivot staff members.

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

Estimated actual expenditures for Student Equipment & Materials are significantly higher than original budgeted amounts. Pivot has seen a dramatic increase in students utilizing the opportunity to borrow equipment and materials from the school. In order to ensure effective technology management and cybersecurity measures, a significant number of new Chromebooks and wifi hotspots were purchased and configured with remote management capabilities.

As mentioned above, implementation of Professional Development (PD) and Social-Emotional Learning (SEL) actions was somewhat different than originally planned, and these differences in implementation resulted in lower estimated actual expenditures. Due to increased funding sources related to PD, estimated actual expenditures for general PD are higher than originally budgeted while those for targeted PD are lower than originally budgeted. Also, the decision to not purchase a stand-alone SEL curriculum resulted in decreased costs for SEL.

Pivot had a fairly small number of students opting to attend site-based programs at its resource center in 2021-22, primarily due to the COVID-19 pandemic and ongoing public health restrictions. This resulted in fewer students utilizing programs for Bus Passes and Student Meals. Additionally, Pivot still had some stock of bus passes purchased in prior years, so even when students were obtaining bus passes from Pivot it sometimes did not result in any expenditure for the 2021-22 year. While these actions were fully implemented, the low utilization rate resulted in decreased spending.

While the Translation Services action is considered fully implemented for 2021-22, estimated actual expenditures are significantly lower than budgeted. This is due to a change in how translation services were utilized, as noted above. The original budgeted amount included almost all translation services brought in-house and covered by Pivot staff members including a new translator position. Pivot was not able to fill the translator position, but several Pivot staff members were fluent in languages other than English and comfortable with translating. As a result, the estimated actual expenditures include a significantly lower expense for Pivot staff members providing translation services. Despite these changes, translation services needs were met and the action is still considered fully implemented.

Estimated actual expenditures related to the Targeted Support for Unduplicated Pupils action are also lower than budgeted. This difference is primarily due to enrollment and related staffing changes. Student enrollment for 2021-22 was significantly lower than originally budgeted. While Pivot made efforts to retain staffing levels in order to keep pupil to teacher ratios low and to provide the most support in addressing learning loss related to the COVID-19 pandemic, staffing levels did decrease. Fewer students overall and fewer staff members employed resulted in decreased expenditures for this action.

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

Having dedicated staff meeting the needs of students in independent study has built a stronger program at Pivot Charter School. Pivot's MTSS Coordinator, Technology Coordinator, COVID Coordinator, and dedicated Educational Coordinators to serve primarily unduplicated pupils has allowed for students to have more access to resources, structure, and the tools that they need to be more prepared independent study students. The MTSS Coordinator facilitated SST meetings with families to address student needs and teachers to build strategies to help support students. The Technology Coordinator facilitated the organization and registration of student devices in order for them to access their coursework, meetings, and workshops from home. The COVID Coordinator ensured that all student spaces were safe and contract tracing completed efficiently and effectively. The dedicated Educational Coordinators brought their expertise in the areas of foster, homeless, and EL students with them in their practice when supporting their unique caseload of students.

Pivot continues to offer a resource center for students to get help from credentialed staff. Pivot also provides bus passes and student meals for students who wish to take advantage of this resource. While current COVID conditions certainly made an impact on attendance, many students continued to take advantage of what the resource center has to offer.

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

In order to measure the effectiveness of Pivot's efforts with technology, COVID management, and SEL/counseling services, metrics regarding these areas have been added. Questions were added to this year's parent/guardian and student surveys regarding technology and SEL/counseling and results of those added as the first baseline metric for this year.

Changes to actions include the decision to not purchase a separate SEL curriculum. Students and their parents/guardians voiced concerns for managing multiple systems and curricula, so instead Pivot will continue to embed social emotional learning lessons directly into the core coursework completed by students. Additionally, Pivot recently secured MTSS SUMS grant funding and staff will now undergo extensive training through MTSS coursework and conference attendance.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G coursework - Average GPA (weighted) of A-G courses taken at Pivot by UPREP high school students who were enrolled the full semester	Spring 2019-20: 2.46 Fall 2020-21: 2.62* *updated January 2022	Spring 2020-21: 2.77 Fall 2021-22: 2.88			Maintain or increase GPA for A-G coursework so that it remains at 2.5 or above.
CTE coursework - Percentage of Liberal Arts students in grades 10-12 who were enrolled with Pivot at least one full	17.9% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2019-20 school year	29.4% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2020-21 school year			Increase CTE coursework completion rates by 7.1%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
semester and earned credits for at least one CTE course (not exploratory) that school year					
Career explorations - Percentage of high school students who have taken a career explorations course and/or career aptitude assessment	Spring 2019-20: 1% Fall 2020-21: 1.4%	Spring 2020-21: 2.7% Fall 2021-22: 12.7%			Increase the percentage of students who participate in career explorations until 15% is reached.
College credit courses - Percentage of students in grades 11-12 who took courses at a community/junior college, as reported in CALPADS	2.4% of students in grades 11-12 completed a course at a junior or community college in 2019-20	2.7% of students in grades 11-12 completed a course at a junior or community college in 2020-21			Increase the percentage of students who complete a course at a junior or community college by 2%.
College/career readiness - As measured by the CA School Dashboard	Percentage of students identified as "prepared" for college/career as reported on 2019 CA School Dashboard: 5.4% of all high school graduates 3.4% of socioeconomically disadvantaged high school graduates	Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			Increase the percentage of students who are declared "prepared" for college and career by 3.5% for the general population and subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0% of high school graduates with disabilities				
Parent and student surveys (College/Career)	68.1% of parents surveyed in Spring 2021 believe that their student is prepared for college or a career	84.2% of parents surveyed in Spring 2022 believe that their student is prepared for college or a career			Increase the percentage of parents who believe their student is prepared by college or career by 3%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Pathway Development	Career Technical Education (CTE) pathways will be developed and expanded. Teachers will receive extra pay to develop and implement CTE pathways. Pivot will also support teachers in course work to obtain CTE credentials.	\$2,900.00	No
2.2	College & Career Counseling	The Academic Counselor will facilitate the implementation of aptitude and interest surveys to assist students in their exploration of career opportunities and educational paths to achieve career goals.	\$45,713.00	No
2.3	Test fees	In order to increase access to post-secondary education and training, Pivot will facilitate the acquisition of test fee waivers for socioeconomically disadvantaged students who request assistance in paying for AP tests or other assessments for application/admission to post-secondary programs or institutions.	\$0.00	Yes
2.4	CTE Program Oversight	The Program Coordinator will oversee development of CTE pathways and implementation of CTE courses, ensuring alignment to standards.	\$13,742.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	CTE Consultant	Pivot will utilize a consultant to assist with CTE grant applications and associated reporting as well as CTE pathways development and implementation.	\$7,332.00	No

Goal Analysis [2021-22]

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

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

The most significant difference between planned actions and actual implementation has been the addition of a new certificated Academic Counselor position at Pivot. The College & Career Counseling action in the original LCAP included utilizing existing teachers to perform additional duties related to college and career counseling, but concerns about the effectiveness of that staffing strategy led Pivot to alter the plan for this action.

The Test Fees action has been problematic for several reasons. First of all, many colleges and universities no longer require the SAT or ACT for admissions purposes. Additionally, very few Pivot high school students are interested in taking these types of tests because most of them plan to attend community colleges or career programs after high school rather than attend four year colleges and universities right away. Pivot has continued to cover test fees for unduplicated pupils who wish to take AP, SAT, ACT, or other standardized tests, but there has been little interest in this program. The action has been implemented, but utilization is essentially non-existent, so plans are in progress to alter the implementation of this action for future LCAP years.

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

Estimated actual expenditures for the College & Career Counseling action are substantially higher than budgeted, due to the addition of the new certificated Academic Counselor position as noted above.

CTE Consultant expenditures are lower than budgeted, primarily because of effective internal oversight and management of CTE program development by Pivot's Program Coordinator.

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

Having CTE oversight from Pivot's new Program Coordinator has been essential in making progress toward the goal of developing CTE pathways at Pivot Charter School. Progress was made this year toward having established hands on CTE courses in industry sectors that are reflective of the local community.

Additionally, Pivot's new Academic Counselor has made a tremendous positive impact on Pivot's post secondary outcomes. The Academic Counselor meets with students and their families regularly to discuss post secondary opportunities and plans. The Academic Counselor has also built relationships with colleges and other programs in the area which has resulted in increased awareness of options, opportunities, participation, and visibility.

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

Due to the overwhelming success of the new Academic Counselor position to be able to focus on the postsecondary outcomes of students, the action has been rewritten to reflect the new position. Additionally, due to the update in ACT and SAT testing requirements and the underutilization of Pivot's offer to cover test fees for students, the action has been adjusted to reflect the focus onto helping eligible students acquire test fee waivers, which provide additional benefits to students other than just covering the cost of these tests.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate - As measured by the CA School Dashboard	<p>Percentage of graduation cohort who graduated, as reported on 2019 CA School Dashboard:</p> <p>44.8% of students</p> <p>42% of socioeconomically disadvantaged students</p>	<p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Percentage of graduation cohort who graduated, as</p>			Increase the graduation rate by 15% for the general population and all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	40% of students with disabilities	<p>reported on 2021 CA School Dashboard:</p> <p>55.4% of students</p> <p>52.6% of socioeconomically disadvantaged students</p> <p>62.5% of students with disabilities</p>			
Credit completion - Percentage of high school students (enrolled the full semester) who earned 25 credits or more, as well as the average credits earned per high school student (enrolled the full semester)	<p>Spring 2019-20: 36.1% of high school students earned 25 credits or more and the average student earned 19.1 credits</p> <p>Fall 2020-21: 43.7% of high school students earned 25 credits or more and the average student earned 20 credits</p>	<p>Spring 2020-21: 45.7% of high school students earned 25 credits or more and the average student earned 19.8 credits</p> <p>Fall 2021-22: 50.0% of high school students earned 25 credits or more and the average student earned 22.1 credits</p>			Increase the percentage of high school students who earn 25 or more credits by 10%.
K-8 course completion - Percentage of K-8 students (enrolled the full semester) who passed four core courses	<p>Spring 2019-20: 64.9%</p> <p>Fall 2020-21: 66.2%*</p> <p>*updated January 2022</p>	<p>Spring 2020-21: 74.3%</p> <p>Fall 2021-22: 67.3%</p>			Increase the percentage of K-8 students who complete all four core content courses each semester by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC - English Language Arts and Math scores as reported on the CA School Dashboard	<p>Students in grades 3-8 and 11 were 23.7 points below standard on average in English Language Arts on 2019 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 39.1 points below standard</p> <p>Students with disabilities were 76.7 points below standard</p> <p>Students in grades 3-8 and 11 were 106.5 points below standard on average in Mathematics on 2019 CA School Dashboard</p> <p>Socioeconomically disadvantaged students were 119.3 points below standard</p> <p>Students with disabilities were 140.9 points below standard</p>	<p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>			<p>Move 8 points closer to standard for English Language Arts for all students.</p> <p>Move 10 points closer to standard for English Language Arts for subgroups.</p> <p>Move 15 points closer to standard for Mathematics for all students.</p> <p>Move 20 points closer to standard for Mathematics for subgroups.</p>
Internal assessments -	47.1% of students in grades K-8 met their	54% of students in grades K-8 met their			Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready (students in grades K-8): Percentage of students who met their target growth and the average scale score growth between at least two internal benchmark assessments	target growth in Reading utilizing the i-Ready assessments in 2019-20 The average scale score growth was 27.8 41.2% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready assessments in 2019-20 The average scale score growth was 19.3	target growth in Reading utilizing the i-Ready assessments in 2020-21 The average scale score growth was 34.6 50.8% of students in grades K-8 met their target growth in Mathematics utilizing the i-Ready assessments in 2020-21 The average scale score growth was 25.4			students in grades K-8 who met their target growth in either Reading or Math until it reaches 75%
Parent and student surveys (Academics)	79.6% of parents surveyed in Spring 2021 believe that their student was academically successful during the school year	86.8% of parents surveyed in Spring 2022 believe that their student was academically successful during the school year			Increase the percentage of parents who believe their student was academically successful by 3%.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reading & Literacy Specialist	[THIS ACTION HAS BEEN DISCONTINUED AND MERGED WITH ACTION 3.2]	\$0.00	No
3.2	Intervention Specialist	Formerly known as Rtl Specialist, Pivot will utilize an Intervention Specialist to work with students who are engaging adequately but not	\$32,409.00	No

Action #	Title	Description	Total Funds	Contributing
		progressing academically. Targeted supports will be provided to develop students' executive functioning and time management skills to ensure they are maximizing their learning potential while in independent study, in addition to providing reading and mathematics support.		
3.3	Targeted Supports for Unduplicated Pupils	In order to remove barriers to student success, teachers will provide additional assistance to unduplicated pupils including academic counseling, credit recovery guidance, and expanded opportunities for direct instruction.	\$122,825.00	Yes
3.4	Supplemental Curricula	Pivot will continue to utilize benchmark assessment tools which facilitate specific instructional plans to address gaps in skills and knowledge. Additional supplemental curricula will also continue to be used for reading and literacy, expanded mathematics practice, etc.	\$27,910.00	No
3.5	Curriculum Improvements	In preparation for each upcoming school year, credentialed staff will revise and expand curriculum to include additional learning supports designed to accelerate learning.	\$14,664.00	No
3.6	Instructional Aides	Additional Instructional Aides will be employed to provide tutoring at Pivot's resource center as well as online.	\$90,527.00	No
3.7	Oversight of Academic Programs for Unduplicated Pupils	The Program Coordinator will oversee academic programs for unduplicated pupils. These include the awarding of appropriate partial credits for qualifying students such as foster and highly mobile youth, development and implementation of a new English Learner curriculum, revision of EL classification and reclassification policies, ELPAC testing, etc.	\$13,742.00	Yes

Goal Analysis [2021-22]

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

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

Shifts in staffing resulted in Pivot's Rtl Specialist position being unfilled for approximately half of the school year. The job of working with students who are engaging adequately but not progressing academically, to address barriers to academic performance, was redistributed to the MTSS team.

The Supplemental Curricula action was expanded a bit over what was originally planned, with one additional remediation curriculum included for high school students as well as one specialized curriculum for students with moderate to severe learning needs.

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

Estimated actual expenditures for the Rtl Specialist action were lower than budgeted due to the staffing issues listed above.

The Supplemental Curricula action saw higher expenditures than budgeted, due to the additional curricula listed above which were purchased and utilized.

The Curriculum Improvements action included compensation for staff time over the summer to revise and expand curriculum. The action was fully implemented, but the projects took less staff time than anticipated. The actual number of hours submitted by staff members related to these curriculum improvement projects was less than budgeted, so expenditures were lower than originally planned.

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

The position of Reading & Literacy Specialist was new for the 2021-22 school year. The impact of this position will not be fully understood until after the end of the school year, as the metrics will be available after the submission of this LCAP. With the Rtl Specialist position being vacant for much of the school year, it resulted in less than ideal conditions for advancing student academic growth.

The supplemental curricula utilized by Pivot Charter School was met with mixed reviews from students and staff. Pivot switched from Exact Path to NWEA MAP this school year for high school students because of the recently adopted verified data list and the transition was not as smooth as anticipated. Additionally, NWEA MAP does not include an instructional component so Pivot kept Exact Path's instructional program and linked it to NWEA MAP's diagnostic results for students. Students are not able to easily navigate or participate in Exact Path's instructional program. Participation was minimal in the program. While the supplemental curriculum for high school students was not utilized to its maximum extent, students, parents/guardians, and staff had better reception of i-Ready for the K-8 students. i-Ready contains both the

diagnostic and instructional components and is easier for students to navigate and participate in. Pivot received positive feedback from these groups regarding i-Ready.

The curriculum improvements played an important role in helping students learn, earn higher grades, and complete more credits. Feedback from students, parents/guardians, and staff was extremely positive regarding the improvements.

Instructional aides also played an important role in supporting students. Instructional aides were able to provide supervision and tutoring support at the resource centers, as well as provide support to other instructional staff like those assisting with students with disabilities.

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

Due to the text of the California Department of Education's verified data criteria and adopted indicators document, the internal assessments metric has been updated to reflect the recommended method of evaluating student norm-referenced growth, including the baseline data from 2019-20.

The Reading & Literacy Specialist action and the RtI Specialist action will be combined to a new Intervention Specialist action. This new action replaces the RtI Specialist action and the Reading & Literacy Specialist action is discontinued.

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

Goals and Actions

Goal

Goal #	Description
4	Pivot Charter School will improve the language skills and fluency of English Learners by developing a designated English Language Development (ELD) program.

An explanation of why the LEA has developed this goal.

In the past, Pivot’s curriculum included “Literacy Advantage” versions of core courses which were a foundational component of the school’s integrated English Language Development (ELD) program. Unfortunately, the curriculum provider that had offered these courses decided to discontinue them. Despite attempting other integrated ELD supports for English Learners, it became apparent that English Learners were not developing language skills and fluency at the desired level. Pivot will address the issue thoroughly by developing and implementing a new designated ELD program to ensure consistent instruction specific to the acquisition of reading, writing, speaking, and listening skills for English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Lexile scores - Percentage of students who showed growth in reading levels as measured by Lexile scores gathered by i-Ready, Exact Path, Lexia, or other assessment tool	41.6% of students who took at least two assessment measuring Lexile score showed growth in 2019-20	48% of students in grades K-8 who took at least two assessment measuring Lexile score showed growth in 2020-21 The use of Exact Path was discontinued after the 2020-21 school year. Accurate data for high school student internal assessments was not retrievable after Exact			Increase the percentage of students who showed growth in their Lexile scores by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Path was discontinued so analysis is not available.			
English Learner Progress - As reported on the CA School Dashboard	27.8% of English Learners made progress toward English language proficiency on 2019 CA School Dashboard	<p>Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard).</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>			Increase the percentage of English Learners who made progress toward English language proficiency by 5%.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	EL Educational Coordinator	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.	\$71,665.00	Yes
4.2	ELD Teacher	An English Language Development (ELD) teacher will work directly with English Learners to provide designated ELD instruction.	\$32,409.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	EL Curriculum	Under the oversight of the Program Coordinator, a new English Learner curriculum will be adopted and implemented, including professional development for all staff.	\$2,444.00	Yes

Goal Analysis [2021-22]

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

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

Pivot did not have an ELD teacher for a majority of the school year due to hiring challenges for the position. Pivot continues to post for a dedicated ELD teacher. Also, because of the unfilled ELD teacher position, a designated EL curriculum was not piloted until near the end of the 2021-22 school year. The purchase and full implementation of a curriculum is planned for the upcoming 2022-23 school year.

Pivot North Bay was fortunate to be able to fully staff its EL Educational Coordinator position. The number of EL students and the availability of appropriate staffing caused the FTE for this position to be increased.

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

Expenditures for the ELD Teacher and EL Curriculum actions were lower than budgeted due to the staffing difficulties listed above. Pivot only had an ELD Teacher for approximately 30% of the school year, and an official EL curriculum was not able to be vetted, purchased, and implemented in that short time.

Pivot North Bay saw greater expenditures for the EL Educational Coordinator action than what was budgeted. This is due to the increased FTE of the position as noted above.

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

Pivot's EL Educational Coordinators were able to provide support to students classified as English learners as well as their families, many of which preferred communication in a language other than English. Having an EL Educational Coordinator assigned to these students also allowed for smooth communication between all parties as the Pivot teacher could easily communicate without the assistance of a translator in many cases.

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

There are no changes to the goal, metrics, desired outcomes, or actions for the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$331,889	N/A

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
10.11%	0%	\$0.00	10.11%

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

Required Descriptions

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

Goal 1, Action 8, Bus Passes: The provision of bus passes is targeted to assist low-income students by providing transportation options to and from Pivot’s resource center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to encounter transportation difficulties. Some low-income families do not own vehicles or cannot afford gas money. Others may not have a licensed driver available to transport the student to and from school at the necessary times, especially in households where all adults work. In order to avoid social stigma, Pivot provides these bus passes to any student who requests them. This avoids the issue of low-income students feeling singled out in front of their peers. Even though some students who are not low-income do take advantage of the opportunity to obtain bus passes through Pivot, the action is successful in meeting the needs of low-income students first by ensuring they have a reliable means of transportation to and from the resource center when they otherwise may be unable to attend.

Goal 1, Action 9, Student Meals: This action is targeted to assist low-income students by providing nutritious meals and snacks at Pivot’s resource center. The needs of low-income students were considered first in the creation of this action, as these students and their families are significantly more likely to encounter difficulties with nutrition. Some low-income families struggle to pay for both utilities and groceries, and students may be hungry. Others may not have a responsible adult available to ensure students eat a meal at home before going to school, especially in households where all adults work. In order to avoid social stigma, Pivot provides these meals and snacks to any student who requests them. This avoids the issue of low-income students feeling singled out in front of their peers. Even though some students who

are not low-income do take advantage of the opportunity to obtain meals and snacks through Pivot, the action is successful in meeting the needs of low-income students first by ensuring they have adequate nutrition on any day they attend Pivot's resource center.

Goal 1, Action 13, Translation Services: This action is targeted to assist English Learners by ensuring the students and their parents/guardians can fully understand communications from Pivot Charter School and effectively discuss their questions and concerns with school personnel on an ongoing basis. Translation services are of particular importance during significant meetings such as student and parent orientations, IEP meetings, MTSS meetings, crisis meetings, and 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. Sometimes a student who is not considered an English Learner has a parent/guardian whose native language is not English. Translation services are still provided in this case, which is why the action was marked as "LEA Wide". All members of the educational team including students, parents, guardians, and other advocates have a right to communicate effectively, and if translation services can help that happen then Pivot Charter School is happy to provide those services whether or not the student is an English Learner or other high-needs student. This action is effective in meeting the needs of English Learners first, since those students are the most likely to benefit from translation services or have parents/guardians who would benefit from translation services.

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

Services for foster youth, English Learners, and low-income students are being increased or improved via several LCAP actions which are targeted to address their needs. Increased services include additional programs and services such as bus passes, student meals, translation services, test fee waivers, and new English Language Development curriculum and staffing. Services for these students are improved by training staff members how to meet their needs via specific professional development, and then facilitating tailored outreach by Pivot staff members to these students and their families. Specialized outreach for these students and their families includes addressing many issues which may arise such as access to educational materials and programs, engagement in school, social and emotional well-being, adequate nutrition, and breaking down barriers to academic progress.

The only contributing action without budgeted expenditures is Action 2.3 Test Fees. The dollar value anticipated to be associated with 2022-23 test fee waivers for low-income students is approximately \$300, which equates to approximately 0.01% of the LCFF base grant funding. Therefore it is estimated that this action will improve services by approximately 0.01% for unduplicated pupils.

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

N/A - The LEA does not receive concentration grant funding.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$773,201.00	\$121,533.00		\$319,338.00	\$1,214,072.00	\$854,807.00	\$359,265.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	MTSS	All		\$42,900.00		\$89,207.00	\$132,107.00
1	1.2	Student Equipment & Materials	All				\$15,000.00	\$15,000.00
1	1.3	Technology Management	All				\$28,951.00	\$28,951.00
1	1.4	COVID-19 Health & Safety	All				\$23,137.00	\$23,137.00
1	1.5	Facilities	All	\$249,751.00				\$249,751.00
1	1.6	Professional Development	All		\$22,000.00			\$22,000.00
1	1.7	Targeted Professional Development	English Learners Foster Youth Low Income	\$10,265.00				\$10,265.00
1	1.8	Bus Passes	Low Income	\$2,000.00				\$2,000.00
1	1.9	Student Meals	Low Income	\$2,500.00				\$2,500.00
1	1.10	Social-Emotional Learning	All				\$72,516.00	\$72,516.00
1	1.11	Targeted Support for Unduplicated Pupils	English Learners Foster Youth Low Income	\$167,892.00				\$167,892.00
1	1.12	Communication Tools	All	\$1,850.00				\$1,850.00
1	1.13	Translation Services	English Learners	\$7,821.00				\$7,821.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	CTE Pathway Development	All	\$1,400.00	\$1,500.00			\$2,900.00
2	2.2	College & Career Counseling	All	\$44,063.00	\$1,650.00			\$45,713.00
2	2.3	Test fees	Low Income					\$0.00
2	2.4	CTE Program Oversight	All		\$13,742.00			\$13,742.00
2	2.5	CTE Consultant	All		\$7,332.00			\$7,332.00
3	3.1	Reading & Literacy Specialist	All Students with Disabilities					\$0.00
3	3.2	Intervention Specialist	All		\$32,409.00			\$32,409.00
3	3.3	Targeted Supports for Unduplicated Pupils	English Learners Foster Youth Low Income	\$122,825.00				\$122,825.00
3	3.4	Supplemental Curricula	All	\$27,910.00				\$27,910.00
3	3.5	Curriculum Improvements	All	\$14,664.00				\$14,664.00
3	3.6	Instructional Aides	All Students with Disabilities				\$90,527.00	\$90,527.00
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	English Learners Foster Youth Low Income	\$13,742.00				\$13,742.00
4	4.1	EL Educational Coordinator	English Learners	\$71,665.00				\$71,665.00
4	4.2	ELD Teacher	English Learners	\$32,409.00				\$32,409.00
4	4.3	EL Curriculum	English Learners	\$2,444.00				\$2,444.00

2022-23 Contributing Expenditures Tables

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
\$3,283,423	\$331,889	10.11%	0%	10.11%	\$433,563.00	0.01%	13.21 %	Total:	\$433,563.00
								LEA-wide Total:	\$12,321.00
								Limited Total:	\$421,242.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Targeted Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$10,265.00	
1	1.8	Bus Passes	Yes	LEA-wide	Low Income	All Schools	\$2,000.00	
1	1.9	Student Meals	Yes	LEA-wide	Low Income	All Schools	\$2,500.00	
1	1.11	Targeted Support for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$167,892.00	
1	1.13	Translation Services	Yes	LEA-wide	English Learners	All Schools	\$7,821.00	
2	2.3	Test fees	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		0.01%
3	3.3	Targeted Supports for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$122,825.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$13,742.00	
4	4.1	EL Educational Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$71,665.00	
4	4.2	ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$32,409.00	
4	4.3	EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,444.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,152,704.00	\$1,088,375.00

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	\$98,152.00	\$94,648
1	1.2	Student Equipment & Materials	No	\$5,342.00	\$30,425
1	1.3	Technology Management	No	\$29,703.00	\$26,200
1	1.4	COVID-19 Health & Safety	No	\$39,211.00	\$33,219
1	1.5	Facilities	No	\$239,359.00	\$235,108
1	1.6	Professional Development	No	\$4,647.00	\$10,244
1	1.7	Targeted Professional Development	Yes	\$10,684.00	\$4,734
1	1.8	Bus Passes	Yes	\$7,075.00	\$1,160
1	1.9	Student Meals	Yes	\$5,000.00	\$1,974
1	1.10	Social-Emotional Learning	No	\$88,996.00	\$72,914

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Targeted Support for Unduplicated Pupils	Yes	\$180,500.00	\$167,324
1	1.12	Communication Tools	No	\$2,019.00	\$1,966
1	1.13	Translation Services	Yes	\$25,376.00	\$5,895
2	2.1	CTE Pathway Development	No	\$4,400.00	\$4,339
2	2.2	College & Career Counseling	No	\$1,000.00	\$31,334
2	2.3	Test fees	Yes	\$300.00	\$0
2	2.4	CTE Program Oversight	No	\$15,119.00	\$14,652
2	2.5	CTE Consultant	No	\$18,698.00	\$6,080
3	3.1	Reading & Literacy Specialist	No	\$36,728.00	\$35,179
3	3.2	Rtl Specialist	No	\$41,680.00	\$22,475
3	3.3	Targeted Supports for Unduplicated Pupils	Yes	\$117,788.00	\$116,020
3	3.4	Supplemental Curricula	No	\$15,034.00	\$26,665
3	3.5	Curriculum Improvements	No	\$15,600.00	\$9,960

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Instructional Aides	No	\$54,720.00	\$59,232
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	Yes	\$15,119.00	\$14,652
4	4.1	EL Educational Coordinator	Yes	\$38,384.00	\$50,299
4	4.2	ELD Teacher	Yes	\$36,728.00	\$11,347
4	4.3	EL Curriculum	Yes	\$5,342.00	\$330

2021-22 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)
\$300,066	\$442,296.00	\$373,735.00	\$68,561.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Targeted Professional Development	Yes	\$10,684.00	\$4,734		
1	1.8	Bus Passes	Yes	\$7,075.00	\$1,160		
1	1.9	Student Meals	Yes	\$5,000.00	\$1,974		
1	1.11	Targeted Support for Unduplicated Pupils	Yes	\$180,500.00	\$167,324		
1	1.13	Translation Services	Yes	\$25,376.00	\$5,895		
2	2.3	Test fees	Yes	\$300.00	\$0		
3	3.3	Targeted Supports for Unduplicated Pupils	Yes	\$117,788.00	\$116,020		
3	3.7	Oversight of Academic Programs for Unduplicated Pupils	Yes	\$15,119.00	\$14,652		
4	4.1	EL Educational Coordinator	Yes	\$38,384.00	\$50,299		
4	4.2	ELD Teacher	Yes	\$36,728.00	\$11,347		
4	4.3	EL Curriculum	Yes	\$5,342.00	\$330		

2021-22 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)
\$2,966,252	\$300,066	0%	10.12%	\$373,735.00	0.00%	12.60%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

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

LEA name:

Pivot Charter School North Bay

CDS code:

49-70839-0138065

Link to the LCAP:

(optional)

The LCAP can be found at
pivotnorthbay.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 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. Stakeholder 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.

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 MTSS Coordinator and Regional Director, 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 low performing or at risk of failing
- Assist in the examination of data related to each student's engagement and academic progress, and work with teachers to develop targeted plans to improve student performance
- Lead professional development related to supporting underprivileged students and reducing barriers to access, engagement, and achievement

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

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

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

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

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 stakeholders, 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 work 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 tutoring sessions to ensure the student regularly engages with credentialed teachers for each course
- Assign supplemental curricula such as Lexia, IXL, iReady, and/or ExactPath to remediate basic skills
- Provide daily progress reports to parents/guardians detailing their student's progress on 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 MTSS Coordinator and Regional Director, 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 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 IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Federal funds are primarily used to increase supports for struggling students, particularly those who are socioeconomically disadvantaged. Many of these supports are incorporated into Pivot's Multi-

Tiered Systems of Support (MTSS) and are targeted to ensure equal access, increase meaningful engagement, close achievement gaps, and improve student progress toward mastering content standards.

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

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

Federal funds support the employment of the MTSS Coordinator and Regional Director by funding these positions' compensation and benefits. The MTSS Coordinator and Regional Director direct academic counseling/advising for struggling students going through the MTSS process, to 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 MTSS Coordinator and Regional Director by funding these positions' compensation and benefits. The MTSS Coordinator and Regional Director 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 Coordinator 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 MTSS Coordinator and Regional Director by funding these positions' compensation and benefits. The MTSS Coordinator and Regional Director oversee technological access evaluations for struggling students and coordinate with other school personnel to ensure students have access to the technological tools they need in order to engage in their course work appropriately and effectively.

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

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

- Objective 1: Improve conditions for learning by addressing the health and safety of struggling students
- Objective 2: Promote a broad course of study and encourage engagement in educational disciplines that align with students' interests and college/career goals
- Objective 3: Ensure equal access to technological resources so that all students can engage appropriately and effectively

Metrics to be evaluated and intended outcomes are as follows:

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



**Local Dashboard Indicators Report
2021-22 School Year
2022 Dashboard
Pivot Charter School – North Bay**

Priority 1: *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities*

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:

0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):

0

Priority 2: Implementation of State Academic Standards

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the local educational agency'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

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

- 2. Rate the local educational agency'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

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

- 3. Rate the local educational agency'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

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

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

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

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

	1	2	3	4	5

Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Priority 3: Parental Involvement and Family Engagement

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
- 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

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

Building relationships is at the core of what Pivot Charter School does. Feedback from parents and guardians consistently highlights the strong relationships that staff are able to build with their students and families. These relationships are built with constant and honest communication, as well as trust, respect, and flexibility in how education is delivered to the students.

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

Pivot Charter School is working on getting more communications and documents translated into languages other than English. Many Spanish-speaking families are

assigned a Spanish-speaking Educational Coordinator but not all are, so it's important that communication is always provided in the primary language as quickly as possible, whether it be in written or verbal form.

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

Recently Pivot Charter School designated specialized Educational Coordinators for underrepresented families. Many students who were identified as homeless or foster youth, along with students who were identified as English learners, were assigned an Educational Coordinator that has knowledge and skills that could most benefit these groups. Pivot will continue to build off of these positions so that families of these underrepresented students can build a stronger relationship on understanding and trust.

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
- 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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes

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 Charter School communicates regularly to families the importance of meeting with teachers to discuss student progress and working together to support improved student outcomes. This is communicated to families prior to enrollment, during enrollment, and after enrollment. Educational Coordinators and Education Specialists, as applicable, meet with families at minimum once per month to discuss the student's progress. Teachers meet with students at minimum weekly to discuss the student's progress. In addition to regular meetings, focused SST meetings are often scheduled with students identified through Pivot's Multi-Tiered System of Support (MTSS) process. These additional meetings bring together a 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.

Staff are not formally trained in building relationships and partnering with families. It is discussed in depth and frequently during regular trainings but not done in a formal, standardized way. Staff may benefit from a dedicated training on building relationships with families that provides tools and strategies that they may not have considered previously.

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.

Pivot Charter School will 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 student. 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
- 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

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.

Communication at Pivot Charter School is frequent and thorough. Families are often included on texts and emails with students. Parents and guardians are able to reach their teachers in a variety of mediums and receive a response in a timely manner. Pivot Charter School also utilizes ParentSquare, a communication tool that allows families to engage with the school in an additional way.

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.

There are not currently any formed advisory groups at Pivot Charter School. Families have not expressed an interest in collaborating with one another to form any such group. The school is small in size and it is often difficult to get many families to engage

in that way. We continue to solicit input through surveys. Families provide a significant level of feedback in this manner.

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 Charter School can do more to highlight the opportunities that families have to provide input, in addition to the multiple surveys sent out each year Pivot can encourage more engagement at governing board meetings and other organized events with school staff.

Priority 6: *School Climate*

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

A local climate survey of Pivot Charter School students and parents/guardians was conducted. Results were generally positive, with 96.1% of students indicating they felt Pivot was a welcoming and friendly place, 77.9% of students indicating that their teachers were sensitive to their needs, and 85.7% of students indicating that they believe that they can be successful in school. A majority of students also indicated that they think participating in the supplemental program time and/or workshops at the resource center was beneficial to their academic progress, and that they feel Pivot is preparing them well for college or a career.

Parents and guardians were also surveyed, with 94.7% indicating that they were satisfied with Pivot Charter School and 94.7% indicating that they were satisfied with the curriculum. When surveyed regarding how prepared they believe their student will be for college or a career after Pivot, 84.2% indicated that they believed their student was prepared.

An area indicated as a need for improvement was in the area of social and emotional development and counseling. When asked about these needs of their students, 72.2% of parents and guardians believed that their child's interactions with the school (in person or virtual) helped their child socially and emotionally this school year. When asked if they found the Pivot counseling communications helpful, 74.2% of parents/guardians indicated that they did as well as 40.5% of students. This demonstrates that more can be done to help students access and understand these resources.

Many students commented that they want to see more clubs or social events at the resource center in the open response areas of the surveys. Pivot plans to safely incorporate more of these activities into its schedule for the upcoming school year.

Priority 7: Access to a Broad Course of Study

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.

Pivot Charter School uses multiple online curricula across its grade spans which allows the school to track which courses students have access to, are enrolled in, and complete. The curricula utilized by Pivot Charter School offers a broad course of study for each grade span and all student groups. All students have access to computers and Internet in order to fully access the curriculum when they are at the school site and are loaned computers and/or wifi hotspots if they do not have them at home so they can continue to access the curriculum once they leave the school site. All students' records are evaluated several times a year in order to ensure that students are enrolled in a broad course of study and are on track to promote or graduate. All grade level curriculum provides courses in the four core content areas as well as electives, PE, and extracurricular studies. Additional supplemental curricula is being implemented to help students with gaps in knowledge. Students with Individualized Education Programs work with their Education Specialists or with other service providers regularly to address their specific 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.

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

Middle school students access core coursework online. All middle school students have access to a broad course of study including core courses, remediation and electives.

Additional supplemental courses and activities are also offered through the supplemental, voluntary on-site program at the resource center. At the resource center, teachers are able to lead workshops, clubs, and electives that are not offered through the online curriculum. However, students are not required to attend the on-site program so some students do not participate in the supplemental on-site educational offerings.

High school students access core coursework online. All high school students have access to a broad course of study including core courses, remediation and electives. Additional supplemental courses and activities are also offered through the supplemental, voluntary on-site program at the resource center. At the resource center, teachers are able to lead workshops, clubs, and electives that are not offered through the online curriculum. However, students are not required to attend the on-site program so some students do not participate in the supplemental on-site educational offerings. Pivot Charter School offers high school students a wide variety of courses that span the CTE, technology, and VAPA categories, as well as A-G and Advanced Placement courses. The teachers at Pivot Charter School also encourage concurrent enrollment at local community colleges and help students navigate the enrollment process at those schools.

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

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

Middle school students that don't attend the resource center program have the greatest barrier to accessing a broad course of study if they do not have a parent at home that is monitoring the student's daily engagement. Students can work through the online curriculum on their own and work virtually with a credentialed teacher through video

conferencing if they are in need of academic support, but some students are not willing to participate in that capacity. It is those students who have the greatest barrier to accessing the curriculum. The elective courses offered through the curriculum, and at the resource center, helps provide a broad course of study to all of Pivot Charter School's students. Field trips, clubs, and workshops are offered to all students as well.

High school students that don't attend the resource center program have the greatest barrier to accessing a broad course of study. Field trips, clubs, and workshops are offered to all students and encouraging virtual students to participate in these is another way to provide access to a broad course of study. Additionally, Pivot Charter School encourages all high school students to concurrently enroll at their local community college and provides access to a college counselor to help them apply.

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?

Pivot Charter School has already adopted new curricula for both the elementary and middle school grade spans. Previously these grade spans had no options for elective courses and only had access to the core courses. There is no policy that a student must take an elective course but that may be considered in the future.

Pivot Charter School has also expanded its on-site elective options, offering high school credit for courses like Work Experience, Excursions, Learning Lab, IS Core Advancement, and others. Offering credit for these courses encourages students to participate in a broader course of study.