2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Pivot Charter School Riverside
CDS Code:	33-10330-0137836
LEA Contact Information:	Name: Lindsey Vining Position: Director of Systems and Accountability Email: lvining@pivotcharter.org Phone: 530-636-4362
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$1,244,036
LCFF Supplemental & Concentration Grants	$100,662
All Other State Funds	$202,380
All Local Funds	$1,500
All federal funds	$58,407
Total Projected Revenue	$1,506,323

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,566,503
Total Budgeted Expenditures in the LCAP	$344,076
Total Budgeted Expenditures for High Needs Students in the LCAP	$111,433
Expenditures not in the LCAP	$1,222,427

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$107,356
Actual Expenditures for High Needs Students in Learning Continuity Plan	$107,736

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$10,771
2020-21 Difference in Budgeted and Actual Expenditures	$380

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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.

LCFF Budget Overview for Parents

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

CDS Code: 33-10330-0137836

School Year: 2021-22

LEA contact information:

Lindsey Vining

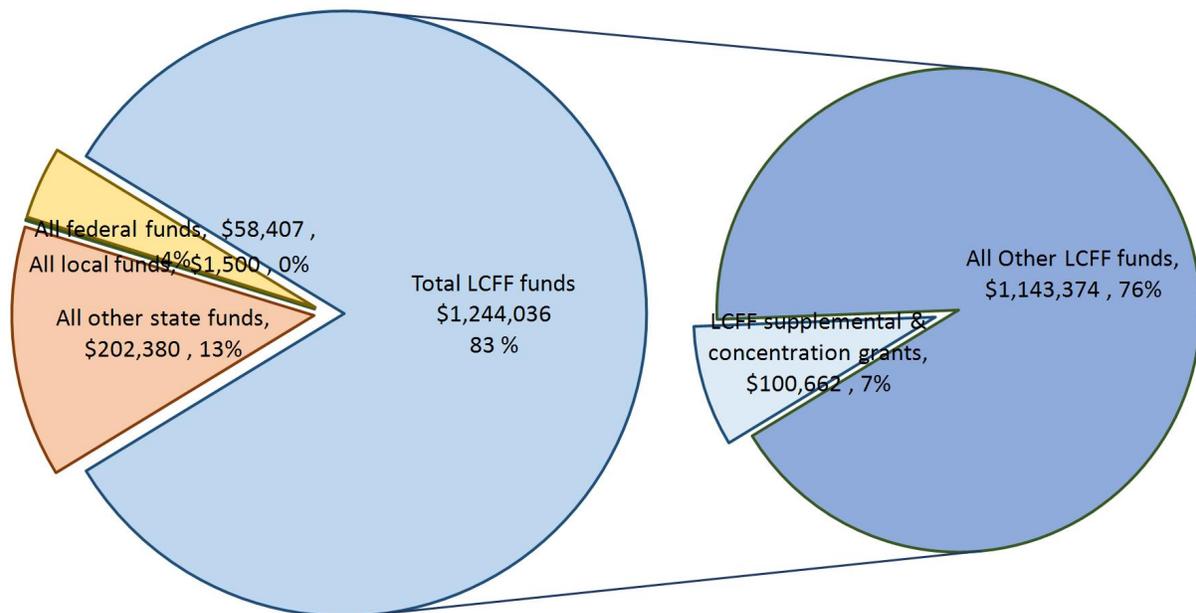Director of Systems and Accountability

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $58,407 , 4%
All local funds, $1,500 , 0%
All other state funds, $202,380 , 13%

Total LCFF funds $1,244,036 83 %

All Other LCFF funds, $1,143,374 , 76%

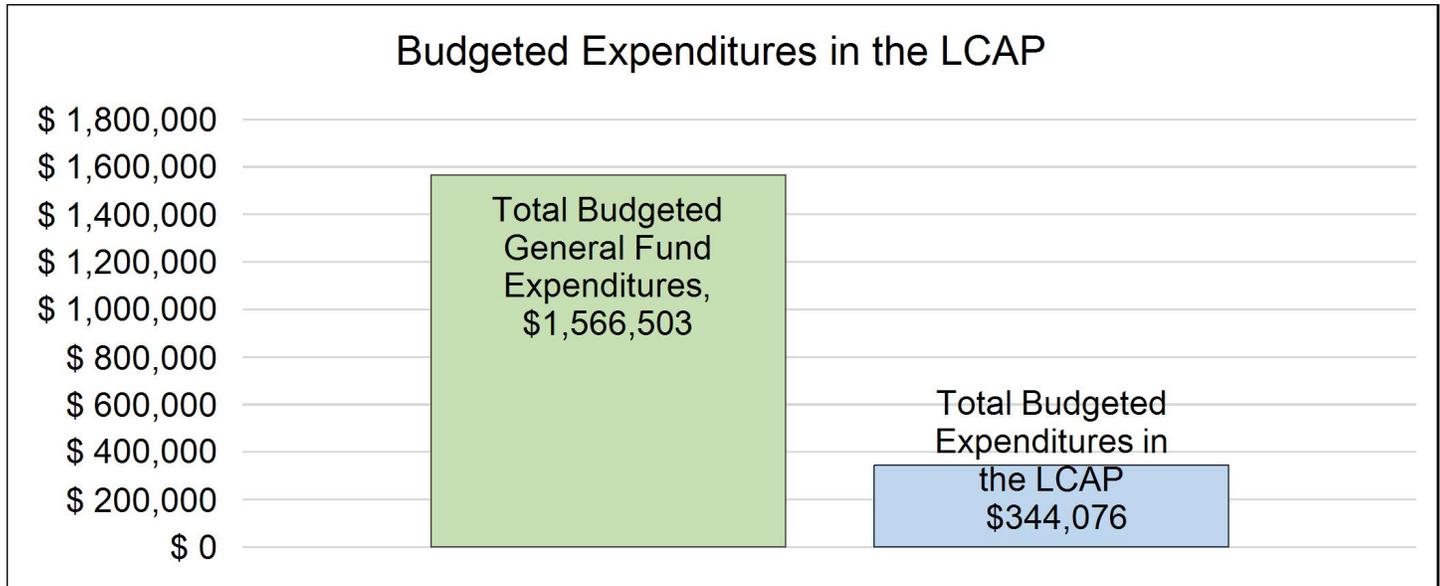LCFF supplemental & concentration grants, $100,662 , 7%

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

The total revenue projected for Pivot Charter School Riverside is $1,506,323, of which $1,244,036 is Local Control Funding Formula (LCFF), $202,380 is other state funds, $1,500 is local funds, and $58,407

is federal funds. Of the $1,244,036 in LCFF Funds, $100,662 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.

Budgeted Expenditures in the LCAP

$ 1,800,000	
$ 1,600,000	
$ 1,400,000	Total Budgeted General Fund Expenditures, $1,566,503
$ 1,200,000	
$ 1,000,000	
$ 800,000	
$ 600,000	Total Budgeted Expenditures in the LCAP $344,076
$ 400,000	
$ 200,000	
$ 0	

This chart provides a quick summary of how much Pivot Charter School Riverside plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Pivot Charter School Riverside plans to spend $1,566,503 for the 2021-22 school year. Of that amount, $344,076 is tied to actions/services in the LCAP and $1,222,427 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
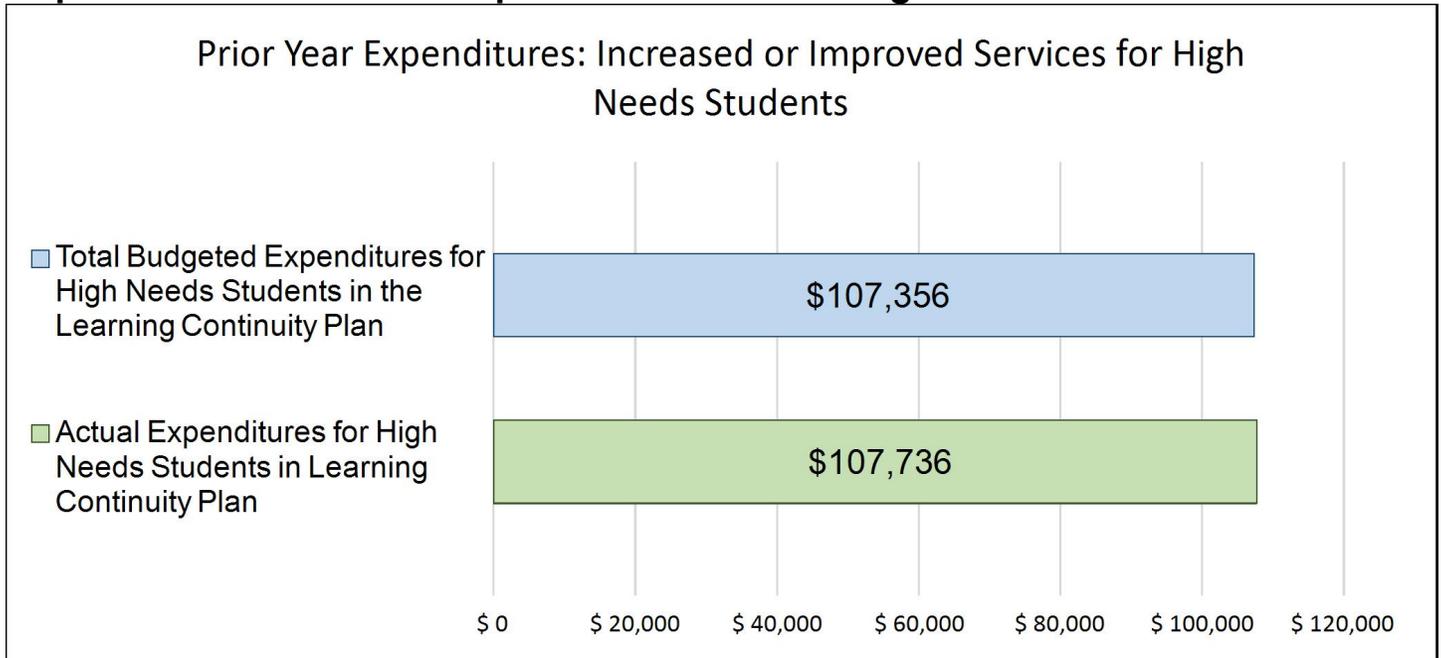
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Most of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services, administration costs, legal counsel, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Pivot Charter School Riverside is projecting it will receive $100,662 based on the enrollment of foster youth, English learner, and low-income students. Pivot Charter School Riverside must describe how it intends to increase or improve services for high needs students in the LCAP. Pivot Charter School Riverside plans to spend $111,433 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $107,356

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $107,736

(x-axis: $0, $20,000, $40,000, $60,000, $80,000, $100,000, $120,000)

This chart compares what Pivot Charter School Riverside budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Pivot Charter School Riverside estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Pivot Charter School Riverside's Learning Continuity Plan budgeted $107,356 for planned actions to increase or improve services for high needs students. Pivot Charter School Riverside actually spent $107,736 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Pivot Charter School Riverside	Lindsey Vining Director of Systems and Accountability	lvining@pivotcharter.org 530-636-4362

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will be provided an appropriate, safe, and caring learning environment where students and parents feel supported, and students are comfortable engaging in their academic programs and school activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Enrollment numbers • Retention percentage • Attendance at site based programs and activities • Chronic Absenteeism rate • Parent surveys • Student surveys	• Enrollment at 2019-20 P2 was 125. • For the 2019-20 school year, the resource center attendance system was not fully developed and data is not available. • Chronic Absenteeism, the percentage of students who were absent 10% or more days, at 2019-20 P2 was 29.1%. • 92.3% of parents/guardians surveyed whose students attended the resource center program said that their student feels safe at the resource center. • 93.3% of parents/guardians surveyed said that they were satisfied with Pivot Charter School. • 87.5% of students surveyed agreed with the statement "Pivot Charter School is a welcoming and friendly place." • 75% of students surveyed agreed with the statement "Pivot Charter School teachers and staff are sensitive to my needs."

Expected	Actual
19-20 - Maintain or increase enrollment - Establish baseline retention percentage - Increase the percentage of students who attend site based programs and activities - Decrease Chronic Absenteeism rate - Maintain or increase the percentage of parents who say they feel their student is safe at the resource center - Maintain or increase the percentage of parents who say they are very satisfied with Pivot Charter School - Maintain or increase the percentage of students who say that Pivot is a welcoming and friendly place - Increase the percentage of students who say that Pivot teachers/staff are sensitive to their needs.	- 54.6% of students surveyed agreed with the statement "I feel comfortable asking questions at the resource center."

Expected	Actual
Baseline • Enrollment at 2018-19 P2 was 179. • For the 2018-19 school year, Pivot Charter School began implementation of a new resource center attendance system but it was not fully developed until late in the school year, so no data is available at this time. • Chronic Absenteeism, the percentage of students who were absent 10% or more days, at 2018-19 P2 was 26.3%. • 93.4% of parents/guardians surveyed whose students attended the resource center program said that their student feels safe at the resource center. • 90.2% of parents/guardians surveyed said that they were satisfied with Pivot Charter School. • 94.2% of students surveyed agreed with the statement "Pivot Charter School is a welcoming and friendly place." • 78.9% of students surveyed agreed with the statement "Pivot Charter School teachers and staff are sensitive to my needs." • 77.8% of students surveyed agreed with the statement "I feel comfortable asking questions at the resource center."	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Educational Coordinators - Pivot will continue to employ Educational Coordinators who support students in a positive and caring manner, understanding and appreciating the students' unique needs at Pivot. Hiring of staff who have experience working in independent study or with our specific high needs population is a priority.	1000-1999: Certificated Personnel Salaries $359,378	1000-1999: Certificated Personnel Salaries $306,962

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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. While some staff members speak other languages such as Spanish, we will also utilize translation services over the phone and in person when needed for important meetings.	5000-5999: Services And Other Operating Expenditures $3,000	5000-5999: Services And Other Operating Expenditures $6,875
Professional Development - Pivot will continue to provide professional development for teachers and staff in many areas so Pivot Charter School students are provided a well rounded education with a caring and supportive staff. We will ensure the completion of professional development related to site safety, youth suicide prevention, homeless students, and responding to the needs of students. Additionally, Pivot supports staff with professional development in the form of foreign language courses, to provide better support for our English learners.	5000-5999: Services And Other Operating Expenditures $6,762	5000-5999: Services And Other Operating Expenditures $3,348
Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided individualized support through one on one tutoring, workshops and classes.	5000-5999: Services And Other Operating Expenditures $97,913	5000-5999: Services And Other Operating Expenditures $102,925
Purchase of Equipment - Pivot will continue to purchase equipment to aid in student learning at the resource center, as well as computers that may be loaned to students so that they may engage in their course work from whatever location they choose. Additionally, Pivot will provide assistive technology as needed by individual students.	4000-4999: Books And Supplies $14,759	4000-4999: Books And Supplies $2,912
Student Information System - Pivot will continue to expand our use of the many features of our Student Information System, such as the Parent Portal. We will also continue to build reports that analyze student achievement data so that we can better serve them. Additionally, we will research how we can create a more efficient system connecting the various curriculum and communication tools we use by building bridges between the SIS and those other programs.	5800: Professional/Consulting Services And Operating Expenditures $7,477	5800: Professional/Consulting Services And Operating Expenditures $12,445

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students, as well as to other students in need, to ensure they have equal access to site based programs at the resource center.	$300	$0
Meals - Pivot will provide a minimum of one meal to all low income students that attend the supplemental resource center program for at least 2 hours each day. While Pivot has provided food to students in the past in order to provide nutrition that may be lacking at home or to help hungry students focus better, we will focus on providing a full meal that satisfies the new requirements outlined in AB1871.	$3,381	4000-4999: Books And Supplies $921

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The amounts budgeted in the 2019-20 LCAP were based on enrollment and Average Daily Attendance (ADA) projections which ended up not being met. Actual enrollment and ADA was lower, and therefore funds available were on a slightly smaller scale because the vast majority of Pivot Charter School's revenues are based on enrollment and ADA. All actions were implemented, but some were impacted more than others by the decreased funds available.

Funds not spent on certain actions were allocated to other actions in the same goal whenever possible. For example, costs increased for Pivot's student information system due to increased communication tools and improved features in its online learning management system. These tools provided streamlined communication for students and parents as well as teachers. Some funds not spent in other areas, such as on Educational Coordinators, were reallocated to cover the increased student information system costs. When the COVID-19 pandemic forced school closure in March 2020 and all staff were required to work from home, funds were also reallocated to pay an allowance to employees in order to cover the cost of using their personal internet to work full time from home.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One challenge came with projecting costs for student meals. In the original budget and LCAP, Pivot Charter School projected costs for student meals assuming that many students would take advantage of the increased meal program offerings on campus. However, many students opted not to participate in meal programs on campus, and therefore Pivot did not need to purchase nearly as much student food as anticipated. Student participation in the meal programs improved throughout the year and student food expense increased, but then Pivot saw dramatic decreases in participation when the resource center closed in March 2020 due to the COVID-

19 pandemic. The school continued to offer student meals for students/families to pick up at the resource center, but there was little to no participation.

School personnel managing equipment had a successful year, with many devices able to be maintained well and/or refurbished to increase their life span. This resulted in a reduced need for new equipment, and the school was able to achieve significant savings in this area. However, when the school transitioned to a fully virtual distance learning program in March 2020, the demand for student devices skyrocketed. Many devices previously designated to furbish the student stations at the resource center had to be repurposed to loan out to students during the pandemic. Managing equipment became a significant challenge.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Enrollment in Pivot Academies • Enrollment in college preparatory courses • Concurrent enrollment at local community & junior colleges (CC/JC) • Enrollment in AP courses • Enrollment in Career Technical Education (CTE) courses, CTE pathways, and internships • Participation in College & Career workshops/events	For the 2019-20 school year: • 11.2% of high school students were enrolled in the UPREP Academy. • 88.8% of high school students were enrolled in the Liberal Arts Academy. • 76.6% of high school students attempted UC a-g approved coursework. • 0.9% of high school students attempted AP coursework. • 17.8% of high school students attempted CTE coursework. • 65.9% of parents/guardians surveyed believed that their student was prepared for college or a career after leaving Pivot. • 62.5% of students surveyed agreed with the statement "Pivot Charter School is preparing me well for college or a career."

Expected	Actual
19-20 - Increase enrollment in UPREP Academy and students taking College Preparatory Courses - Increase concurrent enrollment in local CC/JC courses - Increase enrollment in AP courses - Increase enrollment in CTE pathways & internships - Increase participation in college & career workshops/events **Baseline** - 13.9% of high school students were enrolled in the UPREP Academy. - 86.1% of high school students were enrolled in the Liberal Arts Academy. - 93.9% of high school students attempted UC a-g approved coursework. - 0.9% of high school students attempted AP coursework. - 35.1% of high school students attempted CTE coursework. - 73.8% of parents/guardians surveyed believed that their student was prepared for college or a career after leaving Pivot. - 77.4% of students surveyed agreed with the statement "Pivot Charter School is preparing me well for college or a career."	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College Readiness - Pivot's College Counselor will promote concurrent enrollment in local CC/JC courses, completion of AP courses, and participation in college workshops, events, and field trips. They will also	$12,557	$13,325

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
provide support and resources for students and parents that may need help navigating the timelines and systems in place for enrollment or student aid.		
Test Fees - In order to increase access to college education, Pivot will cover the cost of test fees for socioeconomically disadvantaged students who request assistance in paying for the SAT, ACT, or AP tests.	$300	$0
CTE Programs - Pivot will hire a CTE Coordinator. The CTE Coordinator will work with students and staff regarding the various CTE pathways, encourage enrollment in CTE courses, introduce internships and mentorships related to chosen industries, and promote participation in career workshops and events.	1000-1999: Certificated Personnel Salaries $2,620	1000-1999: Certificated Personnel Salaries $1,272
ACT/SAT Prep - Pivot will purchase and implement specific curricula which prepare students for the ACT/SAT.	4000-4999: Books And Supplies $220	4000-4999: Books And Supplies $234

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Career Technical Education (CTE) initiatives did not see quite the amount of progress that Pivot had planned for. While some work was done on developing CTE pathways and generating interest in CTE courses and programs, expense projections were not met and those funds were allocated to other instructional areas such as college counseling and MTSS (see goal 3 for MTSS details). This reallocation of funds and resources enabled Pivot to increase supports for students and families through other means. Funds originally budgeted to pay for student test fees were also reallocated in the same manner.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The registrar team and administrators overseeing academic/college counseling had a successful year, with several improvements to processes and procedures. Processes and documents for credit evaluations and graduation requirement reviews were revised and implemented, improving the communication with families about graduation plans from the very first day of each student's enrollment. In March 2020 when the COVID-19 pandemic resulted in school closures, student progress toward graduation and promotion was of concern. Fortunately, through consistent communication and clearly outlined expectations, the school did not see a significant decline in graduation or promotion rates.

Unfortunately, Pivot was not able to support students with payment for test fees in the 2019-20 school year. In the past, staff had struggled with messaging about the availability of test fee coverage for low-income students, and in the 2019-20 year there wasn't much of an opportunity to pay for test fees when administrations of SAT, ACT, and AP tests were cancelled.

Goal 3

Pivot will make programmatic decisions that ensure students are making progress toward grade level promotion or graduation by acquiring an appropriate amount of credits, attending school, meeting grade level academic standards, and achieving mastery in grade level appropriate skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator • Pass rate and final grade data for courses completed • Course/credit completion rates • ELPAC scores and percentage of EL students meeting requirements for reclassification • SBAC and other standardized testing scores • i-Ready benchmark assessment scores • Parent surveys • Student surveys	• The Fall 2019 course pass rate was 72.2%. • The percentage of courses completed with a 70% C- or better in Fall 2019 was 65.8%. • The average amount of credits earned by a high school student enrolled for the Fall 2019 semester was 21.7. • 31% of high school students enrolled for the Fall 2019 semester earned 30 or more credits. • No ELPAC data available this year. • 50.85% met or exceeded ELA standards (CAASPP website). • 15.25% met or exceeded Math standards (CAASPP website). • 87% of elementary students showed growth on their i-Ready Reading assessments. • 82.6% of elementary students showed growth on their i-Ready Math assessments. • 54.5% of middle school students showed growth on their i-Ready Reading assessments.

Expected	Actual
19-20 - Increase pass rate and percentage of courses completed with 70%C- or higher. - Increase course/credit completion rate - Maintain or increase average ELPAC score. Continue to reclassify English Learners as appropriate. - Increase percentage of students who meet or exceed standards on ELA and Mathematics SBAC. - Increase student growth on i-Ready benchmark assessment scores - Increase parent satisfaction with curriculum. - Increase percentage of students who say they push themselves to do better academically.	- 81.8% of middle school students showed growth on their i-Ready Math assessments. - 60.3% of high school students showed growth on their i-Ready Reading assessments. - 61% of high school students showed growth on their i-Ready Math assessments. - 79.6% of parents/guardians surveyed were satisfied with the curriculum that their student utilizes at Pivot Charter School. - 81.4% of parents/guardians surveyed were satisfied with their student's academic progress and performance at Pivot Charter School. - 73.9% of students surveyed agreed with the statement "Pivot Charter School teachers provide me with what I need to be successful and finish my classes." - 79.2% of students surveyed agreed with the statement "I push myself to do better academically at Pivot Charter School."

Expected	Actual
Baseline • The Fall 2018 course pass rate was 80.9%. • The percentage of courses completed with a 70% C- or better in Fall 2018 was 72.9%. • The average amount of credits earned by a high school student enrolled for the Fall 2018 semester was 21.9. • 24.6% of high school students enrolled for the Fall 2018 semester earned 30 or more credits. • The average ELPAC Overall Performance Level was 3. 50% of students who tested received a 4 (well developed) as an Overall Performance Level. • No SBAC data exists for Pivot Charter School Riverside since this is the first year of operation and scores are not released until July/August. • 40.9% of students showed growth on their ELA i-Ready Diagnostics. • 39.5% of students showed growth on their Mathematics i-Ready Diagnostics. • 71.5% of parents/guardians surveyed were satisfied with the curriculum that their student utilizes at Pivot Charter School. • 81.0% of parents/guardians surveyed were satisfied with their student's academic progress and performance at Pivot Charter School. • 95.7% of students surveyed agreed with the statement "Pivot Charter School teachers provide me with what I need to be successful and finish my classes." • 81.6% of students surveyed agreed with the statement "I push myself to do better academically at Pivot Charter School."	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Curriculum - Pivot will continue to utilize Apex Learning, Edmentum, and Accelerate Education as its core curriculum for students in grades 9-12, 6-12, and TK-5, respectively. Additionally, Pivot staff will help with curriculum improvements, content revisions, and the development of alternate assignments and structured supports to best fit the needs of the variety of students who attend the school.	4000-4999: Books And Supplies $20,582	4000-4999: Books And Supplies $24,104
Special Education - Pivot will continue to expand staffing as needed and acquire new materials to better serve our population of students who are in need of special education services. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals and supporting their emotional needs.	$106,410	$129,718
MTSS Coordinator- we will continue with an MTSS Coordinator position to help support students who are struggling. The MTSS Coordinator will meet with teachers and families to address issues students are having, and will guide the design of alternative strategies and plans to help students achieve success.	1000-1999: Certificated Personnel Salaries $5,956	1000-1999: Certificated Personnel Salaries $14,781
English Learner Services - Pivot will implement a new EL Coordinator position to oversee the development of specialized curriculum and supports specific to English learners, in addition to the tools and supports embedded in current curriculum utilized by Pivot students.	$2,878	$3,162
Supplemental Curriculum - Pivot will continue to utilize i-Ready and Lexia as supports to the core curriculum for students that need remediation to bring up their Reading, Writing, and Mathematics skills. Pivot's Curriculum Coordinator and Systems and Accountability Coordinator will continue to research, recommend, and implement additional programs that will best suit the needs of the Pivot students and fit the blended learning model of the school.	4000-4999: Books And Supplies $5,980	4000-4999: Books And Supplies $3,320
Assessment Coordinator - Pivot's Assessment Coordinator will continue to support staff in the development of Reading, Writing, and Mathematics workshops that cater to students who have skills below their grade level. The Assessment Coordinator will also continue to look at each individual student who appears to be struggling with meeting their grade level academic standards and work with the Educational Coordinators to develop an individualized plan for each student.	1000-1999: Certificated Personnel Salaries $5,397	1000-1999: Certificated Personnel Salaries $4,829

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Tutors and Classroom Aides - Pivot will employ tutors and classroom aides, as necessary, to provide students with access to resources and academic support, when attending the supplemental resource center program or when working virtually.	2000-2999: Classified Personnel Salaries $11,742	2000-2999: Classified Personnel Salaries $21,060
Program Compliance - The school will designate a staff member to monitor individual student progress and course completion as well as compliance with school policies related to independent study, plagiarism, and attendance. This position will ensure high levels of academic integrity and compliance as well as support student success. Additionally, this position will be responsible for ensuring that all homeless and foster students receive the support and academic guidance needed.	1000-1999: Certificated Personnel Salaries $5,559	1000-1999: Certificated Personnel Salaries $7,042

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A significant focus was placed on Pivot Charter School's Multi-Tiered Systems of Support (MTSS) and Program Compliance actions, and funds which went unspent in other areas were largely allocated to these two initiatives. These areas became increasingly important when the school's resource center had to be closed in March of 2020 due to the COVID-19 pandemic. Due to the uncertain and difficult change of circumstances brought about by the pandemic, MTSS became an even more crucial to ensuring students and families were supported. School closure due to the pandemic also affected special education services. School personnel continued providing services in a virtual format wherever possible, and worked with families to amend IEPs to include virtual services where appropriate. Several parents requested to postpone special education assessments, which resulted in reduced costs for some of these services in the 2019-20 year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MTSS was the greatest success of the year, with a newly redesigned structure and increased personnel to manage it. School staff were able to identify struggling students and intervene to provide individualized supports more efficiently than in the past. Instructional aides were also a success due to the increased oversight of students for in-person instructional activities at Pivot's resource center. The instructional aides also made significant contributions in the transition to fully virtual distance learning when the pandemic forced the closure of Pivot's resource center in March 2020.

The most significant challenge for this goal was managing assessment. Pivot planned to employ an Assessment Coordinator throughout the school year, but the individual hired to fill that role resigned after only a few months. Pivot was unable to hire a suitable

replacement and therefore had to repurpose other existing staff members to fill the role. The situation was further complicated due to the COVID-19 pandemic and changes to required state assessment requirements for the 2019-20 school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP-1: Personal Protective Equipment (PPE) - purchase, install, and maintain PPE at appropriate levels for in-person instruction. This includes hand sanitizer stations, masks, face shields, thermometers, plexiglass barriers, etc.	3,500.00	4,555.01	No
IP-2: Bus Passes - purchase and distribute bus passes to ensure access to in-person instruction for homeless, foster, and low-income students	300.00	0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to the ongoing severity of the COVID-19 pandemic, Pivot Charter School resource center closures extended far beyond the school's original estimate. The amount of individual Personal Protective Equipment (PPE) needed for the year was less than anticipated because there were so few individuals on site, and Pivot was also able to obtain some PPE at no cost through local programs. However, the cost savings for individual PPE was offset by the structural PPE needs of the resource center such as the addition of acrylic/plexiglass barriers. The extended closures and reduced number of students attending the resource center also resulted in a greatly diminished need for bus passes. All student bus pass needs were met by the existing stock of passes, and no new passes needed to be purchased.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

When the Learning Continuity and Attendance Plan was created, it was anticipated that Pivot Charter School would be able to reopen its facilities at some point during the first few months of the school year. However, due to ongoing public health concerns and state and local restrictions related to the COVID-19 pandemic, Pivot Charter School's resource center facilities remained closed to the

general public and a large proportion of students for longer than expected. For the first seven months of the school year, a small number of staff members and a limited number of students with the greatest needs engaged in in-person instruction one-on-one or in small cohorts at the resource center. In April 2021, the resource center reopened for limited in-person instruction in stable groups.

In general, the greatest challenges to implementing in-person instruction in the 2020-21 school year were the ongoing severity of the pandemic preventing the resource centers from reopening and the lack of demand for in-person instruction. The majority of students' parents/guardians were reluctant to agree to in-person instruction due to concerns about COVID-19. Pivot sent out surveys to families to gauge the interest in resuming in-person instruction at the resource center, and not many families expressed interest. The greatest success in implementing in-person instruction was with students who require special education services and assessments. Pivot Charter School is proud of the commitment these students and parents have shown amid the challenges experienced throughout the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-1: Core and Elective Curricula - Purchase, develop, and modify online courses to facilitate distance learning. This includes developing a centralized online platform for course navigation, and developing additional course work to teach students distance learning strategies. Platforms and curricula include Apex Learning, Edmentum, Accelerate, Google Classroom, etc.	22,918.82	20,834.47	No
DL-2: Provide additional distance learning supports for unduplicated pupils, such as new enhancements to online course work for English learners. Access to additional materials for homeless, foster, and low-income students is also provided. These include science lab kits for those who don't have the materials at home, paper copies of various course documents for those who don't have access to printers, additional books to check out from the school, etc.	1,281.61	1,911.68	Yes
DL-3: Staff Equipment and Materials - purchase and distribute faster computers and other materials for staff to effectively manage the increased technical demands of distance learning.	5,465.64	5,152.81	No
DL-4: Student Devices - Purchase, distribute, and manage additional equipment the loan to homeless, foster, and low-income students. This includes Chromebooks, Kajeet wifi devices, headsets, etc.	6,279.75	11,529.67	Yes
DL-5: Professional Development - all teaching staff participate in an intensive distance learning training series at the start of the school year, as well as regular follow up sessions throughout the school year.	3,589.93	3,784.17	No
DL-6: Targeted Professional Development - all teaching staff receive additional training regarding unduplicated pupils, including how to identify and address their particular needs and challenges. Initial sessions are held at the start of the school year, and periodic follow up sessions are held throughout the school year.	1,900.55	1,786.92	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-7: Distance Learning Plan Development - Administrative development of procedures, documents, and supports to enable effective implementation of the distance learning plan	4,134.92	4,583.14	No
DL-8: Distance Learning Plan Implementation - teachers and administrators develop and implement individual academic plans for every student to facilitate successful distance learning. Teachers provide ongoing support for students participating in distance learning, and administrators provide ongoing support for teachers to ensure successful implementation of distance learning.	62,475.10	61,634.63	No
DL-9: Targeted Support for Unduplicated Pupil Distance Learning Plans - teachers and administrators work together to ensure unduplicated pupils' distance 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 distance learning, and ongoing distance learning support for unduplicated pupils throughout the school year.	48,694.98	48,176.59	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Overall, actions were implemented as planned and expenses tracked fairly well for the distance learning program. Some differences were seen in the cost of purchasing, developing, and modifying curricula for the distance learning program. In general, less curricular modification was needed for the overall student population. Conversely, an increased amount of time and expense went toward adapting and modifying curriculum and instructional offerings for unduplicated pupils. The need for student devices such as Chromebooks and WiFi hotspots also ended up being greater than planned in the original Learning Continuity and Attendance Plan.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Overall, Pivot Charter School's distance learning program was very successful. Continuity of Instruction was maintained well, largely due to the fact that Pivot's courses were already available online. Shifting supplemental instructional offerings from the resource center to synchronous online formats was the most significant challenge, but was executed well by instructional personnel.

Access to Devices and Connectivity was better than ever before, with significant increases in the school's inventory and check-out of student Chromebooks and WiFi hotspots. Some challenges were experienced with WiFi hotspots, due to poor cell reception in certain areas where students were attempting to use the devices.

Pupil Participation and Progress exceeded expectations in some regards. For example, school administration anticipated the possibility of struggles with daily engagement and attendance due to the lack of resource center programs in person, but attendance rates remained on par with previous school years and actually improved for some students. Overall student progress and course completion was also maintained at levels comparable to previous years.

Pivot's Distance Learning Professional Development series for staff was effective in supporting staff members and providing tools that enabled them to serve students well via distance learning. School counselors played a very active role in professional development to ensure staff remained vigilant in supporting students' mental health during the extended period of reduced social contact and in some cases significant economic struggles.

Changes to Staff Roles and Responsibilities were well-received, and staff members worked together to adapt to changing circumstances. However, some challenges were experienced with staffing due to employee resignations throughout the year.

Pivot staff members did an excellent job with Support for Pupils with Unique Needs, despite widely differing comfort levels of students and parents. Some students and parents/guardians were eager to engage in special education services and assessments in person at the resource center, while others were reluctant to do so. Some families that were reluctant to engage in in-person services at the resource center were also skeptical that special education services could be provided effectively in an online format. Pivot personnel worked very closely with families to offer plans for each student that would ensure services and assessments could be conducted effectively.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PL-1: Benchmark Assessment - purchase and maintain benchmark assessment systems to evaluate student progress on basic skills and to assess pupil learning loss	5,271.85	5,092.80	No
PL-2: Address Learning Loss - provide resources and curricula to accelerate remediation of basic skills and to repair learning loss. Monitor student progress on basic skills to evaluate the effectiveness of learning loss mitigation strategies.	2,751.70	2,743.36	No
PL-3: Targeted Learning Loss Solutions - provide additional resources for unduplicated pupils to mitigate learning loss, such as Lexia Reading for English Learners. Monitor unduplicated pupil progress on basic skills to evaluate the effectiveness of targeted learning loss mitigation strategies.	2,319.41	2,325.76	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In general, actions were implemented as planned and expenses tracked quite well for addressing pupil learning loss. There are no significant differences between budgeted expenditures and estimated actual expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

One significant challenge related to addressing pupil learning loss was getting buy-in from high school students to complete activities targeted to their specific knowledge and skill needs. The online program used to complete benchmark assessments of high school students' skills in English Language Arts and Mathematics assigns an individualized set of instructional activities to help the student fill gaps in understanding and complete unfinished learning. However, this program is separate from the online platform used for most of the high school students' core and elective course work. In many cases, the students did not want to engage in these additional activities for various reasons. Despite encouragement and incentives, it was difficult to get high school students to complete these activities.

Elementary school students showed the opposite, with much higher engagement in targeted instruction plans which were created based on the students' benchmark assessments of English Language Arts and Mathematics skills. Students who participated fully in these targeted activities showed improvement on subsequent administrations of benchmark assessments.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Before the COVID-19 pandemic, Pivot Charter School staff already put a significant amount of effort into building meaningful relationships with families to ensure open communication and to promote student wellness. After the transition to the fully virtual distance learning program, this strong foundation of care and concern enabled Pivot staff to continue promoting student health and well-being effectively. All Pivot Charter School teachers received professional development from school counselors regarding student wellness, self-care, and engaging students. Teachers engaged in regular wellness checks with their students, and these brief check-ins were an excellent way to monitor students' mental health and social and emotional well-being. School counselors were busier than ever before, working directly with students who were struggling as well as supporting staff members in monitoring and addressing student wellness.

The most challenging aspect of monitoring and supporting mental health and social and emotional well-being has been the sheer number of struggling students and staff. Increased unemployment and economic hardships greatly impacted our communities, and the public health restrictions due to the pandemic resulted in many students, families, and staff members feeling isolated and lonely. Pivot administrators and staff members provided resources and information to help families and individuals with their various struggles including local support organizations and hotlines.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pivot Charter School's Multi-Tiered Systems of Support (MTSS) were utilized throughout the 2020-21 school year and resulted in many individualized plans to improve engagement of students and families. The MTSS framework is designed to support both students who lack sufficient engagement as well as those who engage but are not progressing adequately through their academics. The fully virtual distance learning program has helped Pivot staff to identify several specific patterns of need among students and families, and to further refine the MTSS process. The goal of MTSS is to address each student's needs as quickly and efficiently as possible to get the student back on track, and the additional vigilance required when students are working in an entirely remote format has increased the timeliness of the MTSS process.

The most difficult challenge regarding engagement and outreach has been lack of communication. In some instances, students and their parents/guardians simply did not respond to communication from school personnel despite many efforts through multiple different media. In these cases the MTSS team does everything possible to reopen lines of communication, but in the end some students/families may not be suited to a fully virtual distance learning independent study program. The MTSS team recommends these students to return to a classroom-based instructional program.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Pivot Charter School has always provided food and snacks to its students who attend programs at the resource center. In recent years before COVID-19, the school also started providing full meals at designated times. After the closure of Pivot's resource center due to the pandemic, the school still offered meals to those who wished to pick them up. The challenge was that no one was taking advantage of this service, so the school shifted its strategy. While the resource center remained closed in 2020-21, rather than provide meals for pickup, school personnel provided resources and information to families regarding where they could obtain free or low-cost meals locally. When the resource center reopened for limited in-person instruction in April 2021, Pivot again began providing meals and snacks to those students who attend resource center programs. Due to the fact that students must wear appropriate face coverings at all times when on site, and students only attend in-person instructional offerings for a short time each day, there is no designated meal time at the resource center. Instead, meals and snacks are provided on a "grab and go" basis.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	AA-1: Counseling - hire an additional counselor to provide social and emotional support for all students during these difficult times.	4,803.13	4,915.01	No
Mental Health and Social and Emotional Well-Being	AA-2: Targeted Counseling for Unduplicated Pupils - provide additional mental health outreach and counseling services for unduplicated pupils, as they have a unique set of challenges and needs which may require enhanced support.	7,204.69	7,372.51	Yes
Pupil Engagement and Outreach	AA-3: MTSS - teachers, support staff, and administrators monitor pupil engagement and immediately respond when a student is failing to engage appropriately. Staff work to identify and eliminate barriers to successful engagement on a student by student basis.	22,477.14	21,204.90	No
Pupil Engagement and Outreach	AA-4: Targeted Outreach for Unduplicated Pupils - additional outreach is provided to unduplicated pupils and their families, as these students often experience challenges to successful engagement such as language barriers or instability in their home lives.	34,375.18	32,423.80	Yes
School Nutrition	AA-5: Student meals - for in-person instruction, a nutritious meal is provided for every homeless, foster, or low-income student who attends site based activities.	3,000.00	217.98	Yes
N/A	AA-6: COVID Compliance - administrators monitor changes to legislation and public health conditions, and ensure compliance with all regulations. This includes implementing federally mandated leaves related to COVID, developing and enforcing COVID	10,649.97	10,702.17	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	protocol at school facilities, and making decisions about when school facilities will be open or closed based on local public health conditions and stakeholder input.			
N/A	AA-7: Translation Services - additional translation services have been budgeted due to the importance of communicating about the unique and changing circumstances for the 2020-21 school year. For families whose native language is not English, important meetings will have translators present, and important documents regarding student engagement and progress will be translated as well.	2,000.00	1,991.15	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Student meals represent saw the most notable difference between planned actions and budgeted expenditures and what was actually implemented and expended. When the Learning Continuity and Attendance Plan was created, it was anticipated that Pivot Charter School would be able to reopen its facilities at some point during the first few months of the school year, and funds were budgeted to resume providing meals to students for a significant portion of the school year. However, due to ongoing public health concerns and state and local restrictions related to the COVID-19 pandemic, Pivot Charter School's resource center facilities remained closed to the general public and a large proportion of students for longer than expected. For the first seven months of the school year, a small number of staff members and a limited number of students with the greatest needs engaged in in-person instruction one-on-one or in small cohorts at the resource center. The amount of student meals needed during this period was minimal. In April 2021, the resource center reopened for limited in-person instruction in stable groups, so more meals were purchased and provided for the last few months of the school year. However, student attendance at the resource centers has still been low even after in-person instruction resumed for stable groups, and the demand for meals has remained lower than expected.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Pivot Charter School has operated a hybrid model independent study program for over ten years, with online courses supported by in-person programs at the school's resource center. However, events from March 2020 through the end of the 2020-21 school year

shined a spotlight on the Digital Divide and the nuanced difficulties of distance learning. Despite having served some students in an entirely virtual format for many years, Pivot staff still learned a great deal from having to shift to a fully virtual distance learning model for all students. The shift to 100% distance learning resulted in productive innovations around synchronous online instruction and enrichment activities, as well as an improved timeliness of Pivot's MTSS process. Pivot has incorporated several of the instructional supports developed during the COVID-19 pandemic into its 2021-24 LCAP, and has also included several additional supports based on newly identified areas of need.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The 2021-24 LCAP includes several new actions and services designed to target learning loss and get students back on track. In addition to continuing the use of supplemental curricula used to address gaps in foundational skills and knowledge, increased resources are being allocated toward reading and literacy, curriculum and supports for unduplicated pupils, Social-Emotional Learning, in-person instruction and tutoring, and professional development to ensure staff are well prepared to address learning loss within the context of various student needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Certain actions noted as contributing to increased or improved services for unduplicated pupils saw expenditures lower than budgeted. This is seen most readily in the lower level of expenditures for student bus passes (IP-2) and meals (AA-5) due to resource center closures. However, these funds were reallocated to other actions which contributed to increased or improved services for unduplicated pupils. For example, providing equipment and materials to ensure equitable access for unduplicated pupils (DL-2) and creating customized curricular supports for these student populations (DL-4) saw increases in expenditures due to these changes.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes from the 2019-20 and 2020-21 school years have highlighted several important areas of success as well as need. New initiatives and best practices related to engagement and outreach which were implemented in 2020-21 have been highly successful and will continue in the coming years. Similarly, Pivot will continue to focus efforts and allocate resources toward ensuring equal access to materials, equipment, and in-person instruction for all students regardless of background or circumstances. Difficulties encountered with the fully virtual distance learning program for some students has underscored the need for a hybrid program combining both online offerings with supplemental programs at Pivot's resource center. The school does plan to resume implementation of many options for in-person instruction and support for 2021-22 and beyond.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	673,171.00	659,235.00
	673,171.00	659,235.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	673,171.00	659,235.00
	125,826.00	146,205.00
1000-1999: Certificated Personnel Salaries	378,910.00	334,886.00
2000-2999: Classified Personnel Salaries	11,742.00	21,060.00
4000-4999: Books And Supplies	41,541.00	31,491.00
5000-5999: Services And Other Operating Expenditures	107,675.00	113,148.00
5800: Professional/Consulting Services And Operating Expenditures	7,477.00	12,445.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	673,171.00	659,235.00
		125,826.00	146,205.00
1000-1999: Certificated Personnel Salaries		378,910.00	334,886.00
2000-2999: Classified Personnel Salaries		11,742.00	21,060.00
4000-4999: Books And Supplies		41,541.00	31,491.00
5000-5999: Services And Other Operating Expenditures		107,675.00	113,148.00
5800: Professional/Consulting Services And Operating Expenditures		7,477.00	12,445.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	492,970.00	436,388.00
Goal 2	15,697.00	14,831.00
Goal 3	164,504.00	208,016.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,800.00	$4,555.01
Distance Learning Program	$156,741.30	$159,394.08
Pupil Learning Loss	$10,342.96	$10,161.92
Additional Actions and Plan Requirements	$84,510.11	$78,827.52
All Expenditures in Learning Continuity and Attendance Plan	$255,394.37	$252,938.53

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,500.00	$4,555.01
Distance Learning Program	$98,584.41	$95,989.22
Pupil Learning Loss	$8,023.55	$7,836.16
Additional Actions and Plan Requirements	$37,930.24	$36,822.08
All Expenditures in Learning Continuity and Attendance Plan	$148,038.20	$145,202.47

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$300.00	
Distance Learning Program	$58,156.89	$63,404.86
Pupil Learning Loss	$2,319.41	$2,325.76
Additional Actions and Plan Requirements	$46,579.87	$42,005.44
All Expenditures in Learning Continuity and Attendance Plan	$107,356.17	$107,736.06

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 Riverside	Lindsey Vining Director of Systems and Accountability	lvining@pivotcharter.org 530-636-4362

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

Reflections: Successes

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

As there was no Dashboard data for 2020, Pivot is relying on internal measurements to determine growth toward meeting our LCAP goals. Pivot Charter School implemented a robust Multi-Tiered System of Support which resulted in students receiving higher levels of support and teachers implementing differentiated strategies that ensure students were receiving the remediation they needed in reading, ELA and math as demonstrated on our benchmark assessments that were implemented 3 times throughout the year.

Pivot Riverside saw strong improvement or good baseline data in the areas of suspension and expulsion rates, and many are improving academically according to internal assessments and grade point averages on UC a-g coursework.

Pivot Riverside had a suspension rate of 1.6% for all students, which is below the county rate of 2.9% and the local district rate of 2.5%. Socioeconomically disadvantaged students and homeless youth also saw below average suspension rates at Pivot Riverside, at 1% and 0% respectively. Pivot Charter School has a low rate of expulsions of 0% as seen on DataQuest for the 2019-20 year.

Internal benchmark assessments show strong growth for elementary and middle school students in both Reading and Math. 82.4% of elementary students showed growth in Reading in 2019-20 on the i-Ready assessments, and 76.5% showed growth in Math. 81.8% of

middle school students showed growth in Reading in 2019-20 on the i-Ready assessments, and 90.9% showed growth in Math. A majority of high school students also saw growth in those areas in 2019-20.

In addition, students enrolled in Pivot's UPREP academy received improved grades and improved their GPA on their a-g coursework. In Spring of the 2019-20 school year, the average GPA was 2.64 but it grew to 3.11 during the Fall of the 2020-21 school year.

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.

As there was no Dashboard data for 2020, Pivot is relying on internal measurements and Dashboard data from 2019 to determine growth toward meeting our LCAP goals. Based on the Dashboard data and internal measures, the most significant areas needing improvement is in Career and College Readiness, engagement (as reflected in absenteeism rates), and foundational skills at grade level.

Pivot Charter School has historically had a difficult time meeting the measures for college/career preparedness as measured by the Dashboard's College/Career Indicator. As a small independent study school, we had few options for teacher-led science and this would hinder our ability to meet the a-g requirements for our students. In recent years, we have expanded our science program to include teacher-led a-g science. CTE Pathways are a current challenge as we begin to build relationships with community members who can provide hands-on experience, like internships, to students who are looking to complete a pathway with a Capstone. The COVID-19 pandemic had an impact on dual enrollment at local junior and community colleges, turning many high school students away from those opportunities. We are hopeful that we can see an increase in junior or community college enrollment.

As reported to CALPADS for the 2019-20 school year, 0% of students in grades 11-12 completed a course at a junior or community college. As reported on the 2019 Dashboard, 0% of all high school graduates were identified as "prepared" for college/career.

As reported on the 2019 Dashboard, 15.8% of K-8 students were chronically absent. Subgroups saw an increased rate. As reported on DataQuest for 2018-19, 25.7% of all students were chronically absent.

As reported on the 2019 Dashboard, students in grades 3-8 and 11 were 1.5 points below standard on average in English Language Arts, and 90.8 points below standard on average in Mathematics. Subgroups performed below.

As noted above, Pivot has implemented many new MTSS strategies and developed a more robust individualized remediation program for our students which includes a new Response to Intervention program. Pivot will also be hiring staff to focus specifically on special populations of students and their individual needs and expanding the role of the foster and homeless liaison.

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 reading and literacy, 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 in future years. 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. California's Expanded Learning Opportunities Grant will also fund some in-person instruction actions related to addressing pupil learning loss for 2021-22. 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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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. During the development of this particular LCAP, all Board meetings were 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 a close relationship with students and parents and frequently ask for their input on the program. Parents are encouraged to meet with teachers once a week to check on their student's progress and how the program is working for them. Several family meetings such as Back to School Night and Open Houses are also held throughout the year, and parents are encouraged to express their thoughts on Pivot Charter School programs at these events. All such events were held online via video conferencing between March 2020 and the end of the 2020-21 school year.

Parent/Guardian Surveys - Pivot Charter School Parents/Guardians are surveyed throughout the year on why they decided to enroll their student at Pivot, why they are leaving Pivot if they are withdrawing their student from the program, and they are also sent an annual detailed survey on the specifics of our 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 provided 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.

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 provided 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.

Stakeholder groups shared that they were very pleased with the way that Pivot developed programs to support students through the pandemic and school site closures. Parents/guardians shared that their teachers spent a great deal of time with their students. They felt the online curriculum provided a strong foundation, and that credentialed teachers were able to supplement and support students well through other platforms. They felt the individualized attention that Pivot staff provided was a major contributor to student success. Many stakeholder groups were eager for Pivot to provide more career counseling and access to career readiness resources. Additionally, students and parents were interested in more small group instruction as well as summer school that focuses on core content subjects and strengthening student understanding. Staff and administration were equally eager to see more social and emotional supports and resources provided.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of the stakeholder input, Pivot will be providing additional classroom supports, more focused reading remediation, and an expanded English Language Development (ELD) program as well as much greater access to, and emphasis on, Career Technical Education (CTE) courses and pathways.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retention percentage / continued enrollment - Percentage of students who were enrolled for two consecutive school years	67.4% of students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year 60.6% of unduplicated students enrolled in the 2019-20 school year also enrolled in the 2020-21 school year				Increase the retention rate by 2.5% for both the general population and unduplicated students.
Withdrawals - Percentage of	3.2% of students were withdrawn through the				Maintain the withdrawal rate at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students withdrawn through the MTSS process	MTSS process in 2019-20 2.7% of unduplicated students were withdrawn through the MTSS process in 2019-20				below 3.5% for the general population and unduplicated students.
Chronic absenteeism - As measured by the CA School Dashboard (K-8 students only) and DataQuest (all students)	15.8% of students were chronically absent as reported on 2019 CA School Dashboard (K-8 students) 27.3% of students with disabilities were chronically absent 18.8% of socioeconomically disadvantaged students were chronically absent 25.7% of students were chronically absent as reported on DataQuest for 2018-19 (all students)				Maintain or decrease the chronic absenteeism rate for general population K-8 students (CA School Dashboard). Decrease the chronic absenteeism rate for subgroup populations by 3%. Maintain or decrease the chronic absenteeism rate for general population K-12 students (DataQuest).
Parent and student surveys	28.6% of parents surveyed in Spring 2021 agreed with the				Increase satisfaction until at least 85% and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	statement "The MTSS supports provided to my student helped my student be more successful." 84.3% of parents surveyed in Spring 2021 were satisfied with Pivot Charter School overall				then maintain annually.
Teacher misassignments - As reported in Cal-SAAS	1 EL misassignment				Maintain 0 misassignments.
Suspension Rate - As reported by the CA School Dashboard	1.6% of students were suspended at least once as reported on 2019 CA School Dashboard 0% of Homeless youth were suspended at least once 1% of socioeconomically disadvantaged students were suspended at least once 5.9% of students with disabilities were				Maintain the suspension rate for the general population and decrease the suspension rate for subgroups until rate is 2% or below.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspended at least once				
Expulsion Rate - As reported on DataQuest	0% of students were expelled as reported on DataQuest for 2019-20				Maintain an expulsion rate of less than 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$30,450.00	No
2	Student Equipment & Materials	Purchase, distribute, and manage additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, textbooks, etc.	$1,675.00	No
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.	$9,215.00	No
4	COVID-19 Health & Safety	Purchase materials and supplies, including Personal Protective Equipment (PPE) to ensure effective implementation of Pivot's	$12,165.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
5	Facilities	Even though Pivot is a Nonclassroom-Based Charter School (NCB), the school will maintain physical facilities for the purpose of offering extensive opportunities for in-person activities such as direct instruction, academic support, counseling, enrichment, special education services and assessments, culture and community building, and peer socialization.	$96,357.00	No
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.	$1,862.00	No
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.	$3,315.00	Yes
8	Bus Passes	Pivot will provide bus passes to socioeconomically disadvantaged students, as well as to other students in need, to ensure they have equal access to site based programs at the resource center.	$300.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,384.00	Yes
10	Social-Emotional Learning	Implement new Social-Emotional Learning (SEL) curriculum and expand counseling services. Increased offerings are aimed at reducing social and emotional barriers to learning.	$15,089.00	No
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.	$55,539.00	Yes
12	Communication Tools	Utilize communication tools through the school's Student Information System to increase parent/family engagement, build community, and facilitate stakeholder input.	$626.00	No
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.	$7,872.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G coursework - Average GPA (weighted) of A-G courses taken at Pivot by UPREP high school students who were enrolled the full semester	Spring 2019-20: 2.64 Fall 2020-21: 3.11				Maintain or increase GPA for A-G coursework so that it remains at 2.5 or above.
CTE coursework - Percentage of Liberal Arts students in grades 10-12 who were enrolled with Pivot at least one full semester and earned	16.1% of Liberal Arts students in grades 10-12 earned credit for CTE in the 2019-20 school year				Increase CTE coursework completion rates by 4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 2.3% Fall 2020-21: 10.7%				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	0% of students in grades 11-12 completed a course at a junior or community college in 2019-20 (as reported to CALPADS)				Increase the percentage of students who complete a course at a junior or community college by 1.5%.
College/career readiness - As measured by the CA School Dashboard	Percentage of students identified as "prepared" for college/career as reported on 2019 CA School Dashboard: 0% of all high school graduates 0% of socioeconomically disadvantaged high school graduates				Increase the percentage of students who are declared "prepared" for college and career by 7% for the general population and subgroups.
Parent and student surveys	68.4% of parents surveyed in Spring				Increase the percentage of parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 believe that their student is prepared for college or a career				who believe their student is prepared by college or career by 3%.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$2,200.00	No
2	College & Career Counseling	College & Career Counselors 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.	$500.00	No
3	Test Fees	In order to increase access to post-secondary education and training, Pivot will cover the cost of test fees for socioeconomically disadvantaged students who request assistance in paying for AP tests or other assessments for application/admission to post-secondary programs or institutions.	$150.00	Yes
4	CTE Program Oversight	The Program Coordinator will oversee development of CTE pathways and implementation of CTE courses, ensuring alignment to standards.	$4,691.00	No
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.	$5,801.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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	Percentage of graduation cohort who graduated, as reported on 2019 CA School Dashboard: 66.7% of students 55% of socioeconomically disadvantaged students				Increase the graduation rate by 10% for the general population and all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credit completion - Percentage of high school students (enrolled the full semester) who earned 25 credits or more, as well as the average credits earned per high school student (enrolled the full semester)	Spring 2019-20: 61.8% of high school students earned 25 credits or more and the average student earned 24.9 credits Fall 2020-21: 54.8% of high school students earned 25 credits or more and the average student earned 23.6 credits				Increase the percentage of high school students who earn 25 or more credits by 7.5%.
K-8 course completion - Percentage of K-8 students (enrolled the full semester) who passed four core courses	Spring 2019-20: 77.1% Fall 2020-21: 73.2%				Increase the percentage of K-8 students who complete all four core content courses each semester by 1.5%.
SBAC - English Language Arts and Math scores as reported on the CA School Dashboard	Students in grades 3-8 and 11 were 1.5 points below standard on average in English Language Arts on 2019 CA School Dashboard Socioeconomically disadvantaged students were 3.7 points below standard Students in grades 3-8 and 11 were 90.8 points below standard				Maintain or improve the distance from standard for English Language Arts for all students, including subgroups. Move 10 points closer to standard for Mathematics for all students. Move 15 points closer to standard for Mathematics for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on average in Mathematics on 2019 CA School Dashboard Socioeconomically disadvantaged students were 97.1 points below standard				
Internal assessments - Percentage of students who showed growth between at least two internal benchmark assessments	82.4% of elementary students showed growth in Reading utilizing the i-Ready assessments in 2019-20 76.5% of elementary students showed growth in Math utilizing the i-Ready assessments in 2019-20 81.8% of middle school students showed growth in Reading utilizing the i-Ready assessments in 2019-20 90.9% of middle school students showed growth in Math utilizing the i-Ready assessments in 2019-20				Increase the percentage of elementary students who showed growth in Reading by 2% and in Mathematics by 5%. Maintain the percentage of middle school students who showed growth in Reading and Mathematics at a rate of 80% or above. Increase the percentage of high school students who showed growth in Reading by 1% and in Mathematics by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	69.2% of high school students showed growth in Reading utilizing the Exact Path assessments in 2019-20 66.7% of high school students showed growth in Math utilizing the Exact Path assessments in 2019-20 63.5% of high school students showed growth in Language Arts utilizing the Exact Path assessments in 2019-20				
Parent and student surveys	89.4% of parents surveyed in Spring 2021 believe that their student was academically successful during the school year				Maintain or increase the percentage of parents who believe their student was academically successful.
Lexile scores - Percentage of students who showed growth in reading levels as measured by Lexile scores gathered by i-Ready, Exact Path, Lexia, or other assessment tool	49.5% of students who took at least two assessment measuring Lexile score showed growth in 2019-20				Increase the percentage of students who showed growth in Lexile scores by 3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress - As reported on the CA School Dashboard	Less than 11 students so this measure will not be reported publicly. However, growth and progress is measure internally.				At least 35% of English Learners make progress toward English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading & Literacy Specialist	Pivot will employ a Reading & Literacy Specialist to work with students whose reading skills are below grade level.	$11,394.00	No
2	RtI Specialist	Pivot will utilize a Response to Intervention (RtI) Specialist to work with students who are engaging adequately but not 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.	$12,931.00	No
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.	$25,130.00	Yes
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.	$4,664.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$4,800.00	No
6	Instructional Aides	Additional Instructional Aides will be employed to provide tutoring at Pivot's resource center as well as online.	$18,240.00	No
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.	$4,691.00	Yes
8	ELD Teacher	An English Language Development (ELD) teacher will work directly with English Learners to provide designated ELD instruction.	$11,394.00	Yes
9	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.	$1,657.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	100,662

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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, coverage of test fees, 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.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$227,872.00	$51,321.00		$64,899.00	$344,092.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$221,249.00	$122,843.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	MTSS				$30,450.00	$30,450.00
1	2	All	Student Equipment & Materials				$1,675.00	$1,675.00
1	3	All	Technology Management				$9,215.00	$9,215.00
1	4	All	COVID-19 Health & Safety				$12,165.00	$12,165.00
1	5	All	Facilities	$96,357.00				$96,357.00
1	6	All	Professional Development	$1,862.00				$1,862.00
1	7	English Learners Foster Youth Low Income	Targeted Professional Development	$3,315.00				$3,315.00
1	8	Low Income	Bus Passes	$300.00				$300.00
1	9	Low Income	Student Meals	$1,384.00				$1,384.00
1	10	All	Social-Emotional Learning		$15,089.00			$15,089.00
1	11	English Learners Foster Youth Low Income	Targeted Support for Unduplicated Pupils	$55,539.00				$55,539.00
1	12	All	Communication Tools	$626.00				$626.00
1	13	English Learners	Translation Services	$7,872.00				$7,872.00
2	1	All	CTE Pathway Development		$2,200.00			$2,200.00
2	2	All	College & Career Counseling		$500.00			$500.00
2	3	Low Income	Test Fees	$150.00				$150.00
2	4	All	CTE Program Oversight		$4,691.00			$4,691.00
2	5	All	CTE Consultant		$5,801.00			$5,801.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All Students with Disabilities	Reading & Literacy Specialist				$11,394.00	$11,394.00
3	2	All	RtI Specialist	$12,931.00				$12,931.00
3	3	English Learners Foster Youth Low Income	Targeted Supports for Unduplicated Pupils	$25,130.00				$25,130.00
3	4	All	Supplemental Curricula	$4,664.00				$4,664.00
3	5	All	Curriculum Improvements		$4,800.00			$4,800.00
3	6	All Students with Disabilities	Instructional Aides		$18,240.00			$18,240.00
3	7	English Learners Foster Youth Low Income	Oversight of Academic Programs for Unduplicated Pupils	$4,691.00				$4,691.00
3	8	English Learners	ELD Teacher	$11,394.00				$11,394.00
3	9	English Learners	EL Curriculum	$1,657.00				$1,657.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$111,432.00	$111,432.00
LEA-wide Total:	$9,556.00	$9,556.00
Limited Total:	$101,876.00	$101,876.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Targeted Professional Development	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,315.00	$3,315.00
1	8	Bus Passes	LEA-wide	Low Income	All Schools	$300.00	$300.00
1	9	Student Meals	LEA-wide	Low Income	All Schools	$1,384.00	$1,384.00
1	11	Targeted Support for Unduplicated Pupils	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$55,539.00	$55,539.00
1	13	Translation Services	LEA-wide	English Learners	All Schools	$7,872.00	$7,872.00
2	3	Test Fees	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$150.00	$150.00
3	3	Targeted Supports for Unduplicated Pupils	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$25,130.00	$25,130.00
3	7	Oversight of Academic Programs for Unduplicated Pupils	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$4,691.00	$4,691.00
3	8	ELD Teacher	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,394.00	$11,394.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	9	EL Curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,657.00	$1,657.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: 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:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

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

LEA name:

Pivot Charter School Riverside

CDS code:

33-10330-0137836

Link to the LCAP:

(optional)

The LCAP can be found at pivotriverside.com

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

TITLE I, PART A
TITLE 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 *(as applicable)*

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

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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
2020-21 School Year
Pivot Charter School Riverside

Self-Reflection Tools

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

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

LEAs will provide the information below:

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

1 EL misassignment

· 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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).** *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		

Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Pivot Charter School is a Non Classroom Based, independent study school by California Department of Education (CDE) definition. The school uses an online curriculum that provides fully standards based aligned courses as well as courses that are UC A-G approved. The school uses an online curriculum so educators can individualize every student's needs. We provide onsite and online support and supplements in the form of office hours, workshops, courses, clubs, tutoring, and fun activities such as field trips, barbecues and hands-on activities. While CDE refers to the school as non classroom based, Pivot is anything but that as our classes at the resource centers are engaging and effective. While all courses are rigorous and aligned to the standards, Pivot teachers spend a great deal of time remediating and supporting students to be successful beyond the curriculum. It is often difficult to get our students to attend the site based offerings and that inhibits our ability, at times, to implement things like CTE as well as we would prefer.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

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

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
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	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Pivot Charter School prides itself on its consistent and thorough communication with students and their families. Each student has an Educational Coordinator (credentialed teacher of record) dedicated to supporting not only their students, but their parents as well. The goal of all Pivot staff is to build relationships with families so that we can work together to best support students. Pivot Charter School is continuing to find ways to provide and improve two-way communication between families and educators when the educator does not speak the native language of the student and/or their family. While Pivot does employ Spanish-seeking educators to work directly with EL students and their families, it is a goal to hire more. Pivot also utilizes professional translation services for documents and important meetings when a staff member is not available to speak in a family's native language. There is also an increased campaign to translate more Pivot documents into languages other than English.

Additionally, Pivot Charter School is working with a Diversity, Equity, and Inclusion (DEI) consultant to identify areas for Pivot to improve and grow in this area. It is a robust process of conducting a culture survey, development of long term goals as they relate to DEI, and a plan to implement professional development changes to ensure that we are engaging all populations at Pivot and supporting all students in a manner that makes them feel comfortable and in which they can be academically successful.

Building Partnerships for Student Outcomes

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

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

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	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Pivot Charter School educators utilize a multitude of methods to engage families and students with discussing student progress and ways to work together to support improved student outcomes. In addition to discussing the results of initial assessments regarding the academic gaps of student knowledge, educators utilize Pivot's MTSS infrastructure to bring everyone together. Supplemental curricula (e.g. i-Ready, Exact Path, and Lexia) is provided to students and families to use not only at school, but at home. Additional resources and tools to support students in using the online curricula are continuing to be researched and supplied to families. Pivot administrators attend training and professional development regarding building these partnerships. They then work with their on-site staff and bring with them what they have learned. Specific examples include trauma-informed care training and other professional development. Pivot employs many staff members with knowledge of specific rights and policies for those underrepresented families, like Pivot's liaison for foster and homeless children and youths who can use that expertise to focus on ways to improve the engagement of underrepresented families when building partnerships for student outcomes.

Additionally, Pivot Charter School is working with a Diversity, Equity, and Inclusion (DEI) consultant to identify areas for Pivot to improve and grow in this area.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
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.		2				

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Pivot Charter School staff build strong relationships with families and communication at Pivot Charter School is unique (i.e. unlike other, more traditional school settings). Families and students often go directly to their designated Educational Coordinator (credentialed teacher) when they have concerns, questions, suggestions, etc. They also have access to their Site Administrators when they wish to engage in school decision-making. Families also can request to meet with the Executive Director and are encouraged to attend Pivot board meetings. Parent and student surveys are employed every Spring and shared with families directly from the school and additionally from each student's Educational Coordinator. Pivot utilizes ParentSquare to build the school community throughout the school year. Improving engagement of underrepresented families starts with building relationships but taking it further will take a focused effort. The first step of that is identifying the underrepresented families and targeting them for engagement and feedback. The school closures due to COVID resulted in more communication and engagement happening in a virtual environment, through emails and phone calls instead of in person. This has made it more challenging to improve the different types of opportunities for community engagement. We hope that as schools continue to fully reopen, we can increase the opportunities for families to collaborate with school staff.

School Climate (LCFF Priority 6)

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

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

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

Pivot Charter School employed a variety of surveys during the 2020-21 school year to gather input reflecting on the impacts of COVID to students, their academic progress, and the actions taken by the school during the closures and upon reopening. Since the resource centers were closed for a majority of the school year, these surveys focused on the virtual program offered by Pivot and the needs of the students during this unique time.

Pivot learned that families were satisfied with Pivot overall (84.3% were either satisfied or extremely satisfied) but not everyone believed their student was academically successful this year (89.4% of parents believe their student was academically successful this year).

Survey responses indicated that Pivot's clear strength is in building relationships and recognizing students' individual needs. An area for growth was observed with some families commenting on the virtual curriculum providers utilized by Pivot and the need for upgraded content or interface. Pivot researches curriculum providers and systems every year, searching for standards-based and aligned curriculum that allows students to work asynchronously with teacher support as needed. While no online curriculum is perfect, many continue to improve their options for customization. Pivot has and will continue to utilize these opportunities to make necessary adjustments and address concerns. To supplement the online curriculum that is used, Pivot continues to build a robust virtual program that includes online workshops and office hours with credentialed teachers. Many students and families were satisfied with those virtual offerings this year. So much so that the survey responses also indicated that they would like these offerings as well as some site based support to continue throughout the summer. Pivot plans to offer summer school to grades 6-12.

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

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

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

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

Pivot Charter School has access to a significant amount of student academic and engagement data. At any time, school staff can see what courses students are accessing, when they are accessing them, and how they are performing in those courses. When students enroll at Pivot, their transcripts and other grade reports are analyzed to develop an individualized course schedule. Courses assigned cover a broad range of study. Then each student's Educational Coordinator tracks each student daily to ensure that they are indeed accessing and engaging in their coursework.

The measures and tools available to Pivot staff include reports that show dates and times students access courses, how much time they spend in the instructional portions of the course and the assessment portions, and achievement and scores on graded assignments. Students and parents also have access to this data in real time through their online curriculum platforms.These measures are implemented for all students in all grade spans including unduplicated student groups and individuals with exceptional needs.

Additionally, Pivot utilizes surveys to parents and students regarding their experiences with the curriculum, courses, and engagement in academics.

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

Data analysis of the courses students take and complete overwhelmingly show that students are focusing on the four core subjects of English, math, science, and history even though students have access to honors and AP options, reading, ELD, RtI, and remediation curriculum. Pivot also offers numerous unique electives such as Architecture, Gothic Literature, and Robotics. Pivot has focused efforts to increase access to junior and community college courses and has recently received grants to expand Career and Technical Education courses and pathways.

There are not many online elective course options for students in grades K-8. Pivot regularly reviews curriculum options for students to make sure that a variety is available. No curriculum provider has a broad enough course catalog to satisfy the needs of Pivot students so we have had to supplement with additional curriculum options and hands-on elective activities at the resource center.

It is imperative that Pivot continues to focus on ensuring that students have the skills to be successful in an independent study program by providing access to training in executive functioning and support through RtI and study skills classes that are geared toward students becoming independent learners. Once students have acquired these skills, they have everything they need to access our broad courses of study. Pivot continues to improve in providing students with these skills, and most importantly, tracking their success.

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

Pivot Charter School is an independent study school that utilizes an online curriculum for all of its students. The supplemental resource center program is able to complement the online curriculum but not all students choose to access it. Lack of access to transportation or the need to work during school hours are just some examples of the barriers that students face in attending these types of programs. Pivot provides bus passes and assists with carpools for families to be able to access the resource center. We also use coming to the resource center to work face to face with credentialed teachers as an MTSS support strategy.

Another barrier is the limitations of the online curriculum to provide a broad course of study. For example, the elementary curriculum only provides an extremely limited library of elective courses so teachers often prefer to offer elective-type courses in person. However, since not all students attend the supplemental resource center program, not all students have access to those resources. That is why it is very important for parents of elementary students to be willing and able to work with their children to enhance social activities and hands-on learning experiences. Our credentialed teachers provide assistance to these families but they must be willing and able to do so at the elementary grade levels.

As mentioned above, the middle grades, and to a greater extent, the high school have a much broader course of study available to them.

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

Pivot will work to develop a broad course of study for all students that can be accessed in a virtual format that will be teacher-created and teacher-led, as well as more focused on-site options for students. There has been some success reaching students virtually that we can continue to build on such as online workshops and office hours as well as online elective courses. We have similarly strengthened our ability to provide online counseling and social and emotional support through various "virtual" platforms. These methods were extremely successful throughout the stay at home orders the last 15 months. Counselors reported that more students attended optional and special education sessions than in previous years.

Additionally, we are developing a block schedule for middle school students that includes a dedicated block to elective-type coursework. One of the curriculum providers utilized by Pivot also has expanded their course library for middle school students and these will be made available to students in the upcoming school year.

To address the barrier of a lack of access to the technology needed to thoroughly engage students from a variety of backgrounds, we will continue to purchase equipment that can be loaned out to students. Through the pandemic, all students had the technology needed to access their courses and we will continue to provide this for 100% of our students who need it.