Introduction:

LEA: Nuview Union School District   **Contact (Name, Title, Email, Phone Number):** Rachel Gonzalez, Director of Operations, rgonzalez@pivotcharter.org, 530-635-3055   **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Board Meetings - we have four Pivot Charter School Board Meetings a year. In attendance are our Governing Board, Executive Director, our back office company, administrative staff and Pivot Charter School Teachers. Families and members of the community are always welcome to attend as well. Staff Meetings-Pivot Charter School holds weekly staff meetings with all Pivot Staff. 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	Pivot Charter School continues to refine our intervention process and learn more ways to utilize our intervention curriculum. We continue to train teachers on creative ways to increase communication with their students. Increasing the number of CTE courses that we offer for the 2016-17 school year is a priority. We continue to strive for students to feel safe and supported on campus. College and Career readiness continue to be a priority.

meet with teachers once a week to check on their student's progress and how the program is working for them.

Pivot Charter School Parents are surveyed throughout the year on why they decided to come to Pivot, why they are leaving Pivot if they are withdrawing from the program and they are also sent a detailed survey on the specifics of our program and how they feel about it.

Pivot Charter School Students are also sent surveys on why they came to us and why they are leaving, along with a detailed survey on our program.

Withdrawal Surveys- These surveys are sent to students and parents when they are withdrawing from Pivot Charter School to attend elsewhere.

It is a priority for Pivot Charter School students to take more advanced courses.

We will continue to strive for better passing rates and higher rates of A's and B's in courses.

Expanding creative and fun ways for students to learn through Fun Friday's and field trips.

Annual Update:

Board Meetings were held on the following dates this 2015-16 School Year.
October 10th and 11th 2015
January 16th and 17th 2016
March 19th and 20th 2016
June 11th 2016

Pivot Charter School held weekly staff meetings so that all of the staff could come together and talk about challenges and ideas.

Pivot Charter School staff met with their families regularly to update parents on student progress and gain information on how the Pivot program was working for them.

Enrollment Survey- We have a survey on all new Student Registration forms. So all new families that enrolled gave us some information on why they chose Pivot Charter School and left their previous school. This helps us to pinpoint what our families are looking for.

Parent Survey- In March and May of 2016 Parent Surveys were sent out to ask how Pivot Charter School Parents felt about the Pivot Charter School program. They were surveyed on how much they heard from their Independent study teacher, how safe their students felt at our resource centers and their satisfaction levels with the curriculum.

Student Surveys- In April and May of 2016 Student Surveys were sent out to ask how Pivot Charter School Students felt about the Pivot Charter School program and what their student experience has been like at Pivot.

Annual Update:

The information that we have gathered from stakeholder meetings and survey's has helped us to refine our goals for next year and to focus on the following. We have also confirmed that goals were successful based on our measurable outcomes.

Continuing to learn new ways of using our curriculum as intervention for students who are struggling and my need more help.

Increased frequency of Communication for teachers- Parents and Students both responded that they have been in contact with their teachers more often this year. Last year it was an area for growth. This year the average is 3-4 times per week.

On an overall satisfaction rating- 88% of parents were "Very Satisfied" with Pivot Charter School.

Generate interest in more career and college planning and provide additional pathways to college readiness- Our College Counselor met with students at the campus to go over college planning multiple times in the school year. The college counselor also invited Pivot Charter School students to information days at the local Junior College. Our team of registrars and college counselor watched student transcripts closely and worked with families to make sure students were college ready. Students were also encouraged to explore more CTE courses this year.

Withdrawal Surveys- If a Pivot Charter School student left our program to attend elsewhere, we sent them a withdrawal survey to gain information on how they felt about our program and why they might be leaving.	

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service**:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service**:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL 1: | All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills. | Related State and/or Local Priorities:
1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X

COE only: 9 _ 10 _

Local : Specify |

| Identified Need : | Increase the number of students obtaining a final course grade of C or better in ELA, mathematics, science, social science
Increase the number of students taking AP courses
Increase EL progress toward proficiency
Pivot Charter School Student's overall happiness, including feeling safe and supported
Pivot Charter School Parent and EC (Teacher) Communication
Pivot Charter School Parents feel satisfied overall with the Pivot Charter School Program
Pivot Charter School Students feel Pivot Charter School is preparing them for the future
Diverse Course offerings |

| Goal Applies to: | Schools: | Pivot Charter School Riverside |
| | Applicable Pupil Subgroups: | All |

LCAP Year 1: 2016-17

| Expected Annual Measurable Outcomes: | • Information pulled from our Student information System and curriculum programs
• API and AYP scores
• CELDT and SBAC test scores
• Parent Survey's
• Student Survey's |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Curriculum Contracts - We will use our three curriculum programs facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE courses options this Continue Curriculum Contracts - We will use our three curriculum programs to facilitate		X All OR: _ Low Income pupils _ English Learners _ Foster Youth	16,323.89 5000-5999: Services And Other Operating Expenditures

our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year. Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include: General Studies — Cover the same college preparatory standards across three pathways: Literacy Advantage — Subject-area courses with extensive literacy supports. Core — Subject-area courses with opt-in scaffolding to support student success. Honors — Subject-area courses with opportunities to extend knowledge Foundations — Develop foundational skills and strategies in math, science, reading, and writing. AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams. Compass Learning Curriculum is used for Elementary and Middle School Students. Compass curriculum makes learning fun. There are engaging graphics and the curriculum delivers real-time data to differentiate instruction and practice for students working above, at, or below grade level. Compass helps pinpoint and close skill and concept gaps and moves students forward academically with: Explicit instruction Supported practice Independent practice Ongoing formative assessment Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are: Audio/Video Production Introduction to Social Media Principles of Engineering & Technology Principles of Agriculture Food & Natural Resources	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	251,752.02 1000-1999: Certificated Personnel Salaries
Professional Development- we 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.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	693.77 5000-5999: Services And Other Operating Expenditures
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.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	57,492.54 5000-5999: Services And Other Operating Expenditures
Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	31,485.00 4000-4999: Books And Supplies
Student Information Software- we will continue to		X All	7,765.51 5800: Professional/Consulting Services And

expand our use of Student Information Software run reports and collect data on our students to better serve them.	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Operating Expenditures
Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	41,100.00
Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7,500.00 1000-1999: Certificated Personnel Salaries
English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6,995.95

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	• Information pulled from our Student information System and curriculum programs • API and AYP scores • CELDT and SBAC test scores • Parent Survey's • Student Survey's

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Curriculum Contracts - We will use our three curriculum programs to facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year. Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include: General Studies — Cover the same college preparatory standards across three pathways: Literacy Advantage — Subject-area courses with extensive literacy supports. Core — Subject-area courses with opt-in scaffolding to support student success. Honors — Subject-area courses with opportunities to extend knowledge Foundations — Develop foundational skills and strategies in math, science, reading, and writing. AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams. Compass Learning Curriculum is used for Elementary and Middle School Students. Compass curriculum makes learning fun. There are engaging graphics and the curriculum delivers real-time data to differentiate instruction and practice for students working above, at, or below grade level. Compass helps pinpoint and close skill and concept gaps and moves students forward		X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	20,180.83 5000-5999: Services And Other Operating Expenditures

academically with: Explicit instruction Supported practice Independent practice Ongoing formative assessment Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are: Audio/Video Production Introduction to Social Media Principles of Engineering & Technology Principles of Agriculture Food & Natural Resources			
Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	309,027.83 1000-1999: Certificated Personnel Salaries
Professional Development- we 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.		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	714.58 5000-5999: Services And Other Operating Expenditures
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.		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	59,217.32 5000-5999: Services And Other Operating Expenditures

		English proficient _ Other Subgroups: (Specify)	
Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.		X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	38,835.00 4000-4999: Books And Supplies
Student Information Software- we will continue to expand our use of Student Information Software run reports and collect data on our students to better serve them.		X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8,846.83 5800: Professional/Consulting Services And Operating Expenditures
Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.		_ All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	49,035.73
Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.		X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7,725.00

English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.		_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8,648.93

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Information pulled from our Student information System and curriculum programs • API and AYP scores • CELDT and SBAC test scores • Parent Survey's • Student Survey's

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Curriculum Contracts - We will use our three curriculum programs to facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year. Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include: General Studies — Cover the same college preparatory standards across three pathways: Literacy Advantage — Subject-area courses with extensive literacy supports. Core — Subject-area courses with opt-in scaffolding to support student success. Honors — Subject-area courses with opportunities to extend knowledge Foundations — Develop foundational skills and strategies in math, science, reading, and writing. AP — Authorized by the College Board, courses		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	23,758.96 5000-5999: Services And Other Operating Expenditures

meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams. Compass Learning Curriculum is used for Elementary and Middle School Students. Compass curriculum makes learning fun. There are engaging graphics and the curriculum delivers real-time data to differentiate instruction and practice for students working above, at, or below grade level. Compass helps pinpoint and close skill and concept gaps and moves students forward academically with: Explicit instruction Supported practice Independent practice Ongoing formative assessment Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are: Audio/Video Production Introduction to Social Media Principles of Engineering & Technology Principles of Agriculture Food & Natural Resources			
Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	368,903.60 1000-1999: Certificated Personnel Salaries
Professional Development- we 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.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	956.51

		(Specify)	
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.		X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	60,993.84 5000-5999: Services And Other Operating Expenditures
Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.		X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	51,074.85 4000-4999: Books And Supplies
Student Information Software- we will continue to expand our use of Student Information Software to run reports and collect data on our students to better serve them.		X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10,672.93 5800: Professional/Consulting Services And Operating Expenditures
Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.		_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	57,675.83

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7,956.75 1000-1999: Certificated Personnel Salaries
English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10,182.41

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Pivot will increase number of students who complete high school as college ready.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase student awareness and exploration in, and preparation for college and careers.

Goal Applies to:	Schools: Pivot Charter School Riverside
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Gather information from Student Information System on students taking College Preparatory Courses • Information on students enrolled concurrently in local JC courses • Enrollment in AP courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
College Counselor Team- we are forming a college counselor team for the upcoming school year. We plan to hold College information meetings, send out information on financial aid, meet with students individually to go over classes to take and train teachers to have a better understanding of what is required.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12,892.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Gather information from Student Information System on students taking College Preparatory Courses • Information on students enrolled concurrently in local JC courses • Enrollment in AP courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
College Counselor Team- we are forming a college counselor team for the upcoming school year. We plan		X All OR:	13,806.12

| to hold College information meetings, send out information on financial aid, meet with students individually to go over classes to take and train teachers to have a better understanding of what is required. | | _ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

LCAP Year 3: 2018-19			

Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
College Counselor Team- we are forming a college counselor team for the upcoming school year. We plan to hold College information meetings, send out information on financial aid, meet with students individually to go over classes to take and train teachers to have a better understanding of what is required.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	15,067.96

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Pivot Charter School Riverside
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	• Information pulled from our Student information System and curriculum programs • API and AYP scores • CELDT and SBAC test scores • Parent Survey's • Student Survey's	Actual Annual Measurable Outcomes:	We do not have annual data yet to compare overall pass rate to the 2014-15 school year. Pivot Charter School Riverside met AYP for 2014-2015. We continued to make the 95% attendance on SBAC testing a goal for this 2015-16 school year. CAASP/SBAC- We do not have data back yet on SBAC testing for 2015-16 but in 2014-15 23% of Riverside Students met the standards in English and with 8% meeting the standards in Math and 62% nearly met, our staff focused more efforts on Math this year with more math tutoring, small group instruction and individualized help. 50% of or EL students had an overall pass rate on the CELDT test. We continue to provide support to our English Learner students through our curriculum and individualized help. 100% of the parents that answered our survey said they felt their students were safe on campus. 88% of parents that answered our survey said they were "very satisfied" with the Pivot Charter School program. 85% of students feel that Pivot Charter School is preparing them well for their future

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue Curriculum Contract - We will use our 3 curriculum programs to	$4,987.40	Pivot Charter School utilized the 3 curriculum programs successfully for	10,452.48

implement 2 new Pivot Charter School Academies called University Prep and Liberal Arts Academy.		the 2015-16 School year. We were able to offer more electives and CTE courses to our students. Pivot Charter School's new Academies were a success. We were better able to pinpoint students on an a 4 year college track planning to attend Cal State Universities and the University of California Colleges and support their needs. We were also able to offer a wider variety of courses that fulfill Pivot Charter School graduation requirements for students in our Liberal Arts Academy. Since we have not completed the semester and do not have Spring semester report cards completed, we do not have annual grade data to compare yet, but we expect that our overall pass rate has gone up this school year with new and fun courses and specific Academies for students to focus on.	
Scope of Service X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas so as to continue to attain the goal of individualized education.	$125,801	Pivot Charter School Riverside had significant growth in enrollment this 2015-16 year and two Teachers were hired to accommodate the growth.	172,496.60
Scope of Service X All		Scope of Service X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional Development- we will continue to provide professional development for teachers and staff in the curriculum systems so they can utilize the curriculum to its fullest.		We were successful in sending many teachers and staff to Conferences, Seminars and Training Sessions on their specific subject areas. Pivot Charter School holds Professional Development as a high priority.	312.86
Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Rent-We will continue to have our facility available with the addition of some equipment for break out classes and workshops to continue to help student learning.	$30,000	As enrollment increased we we expanded the facility. Pivot Charter School feels its resource centers are an integral part to student success. Students are able to come and meet with their teachers, participate in workshops and get individual tutoring. We had a very successful year at our resource center that contributed to student success.	55,818.00
Scope of Service X All OR: _ Low Income pupils		Scope of Service X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase of Equipment - we will continue to purchase equipment to aid in student learning and achievement.	$2,500	With the large growth in enrollment and expansion of the facility, Pivot Charter School supplied equipment to aid in student learning and growth. This includes construction on expanded campus to create our resource center model.	37,856.43
Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Student Information Software- we will continue to expand our use of Student information software so as to be able to collect more data on students and run more reports to help us serve them even better.	$5,000	Pivot Charter School continued its use of our Student Information software. We report all of our information to the state from this platform, hold all of our student demographic and academic information and are able to run reports on our students.	6,399.24
Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.	$15,000	We expanded staff and any materials needed to accommodate the growth of our Special Education population.	32,466.50
Scope of Service _ All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education		Scope of Service _ All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.	$3,000	The Intervention Specialist worked with our Teachers extensively on intervention processes for students. The Intervention Specialist and Teachers monitor students who are chronically absent and/or struggling academically and come up with ideas to re-engage the student.	2,431.10
Scope of Service X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
CELDT Materials- we will continue to purchase CELDT materials for testing and test prep help.		We did not have a cost in our CELDT materials this year. We did, however test all of our English Learners in the	

		first month of school. (See update below on how we will expand this category for next school year.)	
Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are changing our CELDT category to English Learner Support to encompass all services for EL, not just CELDT testing materials.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Pivot will increase number of students who complete high school as college ready.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: Pivot Riverside
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Student Enrollment in Pivot Charter School UPREP Academy • Information on students enrolled concurrently in local JC courses • Enrollment in AP courses	Actual Annual Measurable Outcomes:	27% of North Bay Students are enrolled in the UPREP Academy. After our school year has ended we will be able to post Junior College courses to our transcript and accurately measure how many students took Junior College courses this year after our push for concurrent enrollment.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue with College Counselor position- we will continue to refine the college counselor position. Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and actions plans to meet those goals.	$4500	This 2015-16 school year our College Counselor served students by providing information on career paths and what colleges best prepared them for their field of interest. The college counselor helped our teachers to facilitate their students goals by having information meetings, taking students to the local Junior College Campus and providing students with information on applying to college.	5,405.44
Scope of Service X All OR: _ Low Income pupils		Scope of Service _ All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are changing the Planned Action/Service next year from a College Counselor position to a College Counselor Team.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

    Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

    For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$33,746.15

Pivot Charter School Riverside has received and will spend $33,746.15   in supplemental and concentration funds. Pivot Charter School Riverside has decided to spend most of these funds on a school-wide basis on programs and other support that will benefit all students as well as the needs of Low Income, Foster Youth and English Learner pupils. This decision was based on community input and research that shows how best to support these subgroups.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, training's on our specific curriculum systems and intervention techniques.
Funds will also be spent to improve the culture at the school and to promote parent engagement. Some of the examples of this include: A platform for parents to access information about Pivot Charter School events and reminders for upcoming important school information, various surveys on the school, and back to school information nights.
In addition, funds will be used to add additional curriculum and learning opportunities for students that go above and beyond the base curriculum. Pivot Charter School intends to expand its CTE curriculum as well as fun creative Electives courses for students.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

    Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.83 %	%

Supplemental and concentration funds were allocated on a school-wide basis to support low income, foster youth and English learner populations.   Funds will be used to increase and improve services though programs and support including. These increased and improved services include both increases in time and funding dedicated to support high-needs students that go above and beyond the base curriculum.

- Summer school program
- Parent engagement events and activities to build a strong relationship with the community
- Professional development for implementing common core and providing differentiated support
- Teacher stipends for teachers going above and beyond to support their students and funding to retain and recruit highly effective teachers
- Instructional material help to improve student achievement especially for struggling readers
- Improved technology to better support implementation of new common core standards

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

   (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

   (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

   (2) The total number of cohort members.

   (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]