LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Pivot Charter School North Valley II	Lindsey Vining Systems and Accountability Coordinator	lvining@pivotcharter.org 760-591-0217

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pivot Charter School North Valley II serves a wide variety of students in grades 6-12 who are seeking alternatives to traditional public school. As an independent study charter school with site based student 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.

Mission Statement

The mission of Pivot Charter Schools is to instruct students through a rigorous online educational platform supported by supplemental resource center class offerings and individualized attention. The unique educational program coupled with flexible scheduling and a caring environment provides students the skills, confidence and motivation to lead a successful and productive life in the 21st century.

Vision Statement

The vision of Pivot Charter Schools is to afford students who graduate more opportunities in their careers and education than they would have had if they had not attended Pivot; to open doors and develop lives.

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

2018-19 Student Population Data

Percentage of Students in Each Grade Span	
Grades 9-12 (High)	79.2%
Grades 6-8 (Middle)	20.8%

Percentage of Students in Each Subgroup	
Hispanic or Latino	17.6%
Socioeconomically Disadvantaged	61.0%
Special Education	20.9%
English Learner	1.1%
Foster or Homeless Youth	5.9%

LCAP Highlights

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

Data and reflection throughout the school year have guided Pivot Charter School's three major goals for the 2019-20 LCAP. They are:

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.
Goal 2 - Pivot will prepare students to pursue higher education or a chosen career path after completing high school.
Goal 3 - Pivot will make programmatic decisions that ensure students are making progress toward graduation by acquiring an appropriate amount of credits, attending school, meeting grade level academic standards, and achieving mastery in grade level appropriate skills.

In addition to maintaining an appropriate, safe, and caring learning environment for students, Pivot Charter School is focusing on college and career readiness as well as academic progress and satisfactory progress toward high school graduation. Data analysis has shown that students often enroll at Pivot Charter School credit deficient and behind grade level in their English language and mathematics skills. Our focus will be to implement policies and programs that support their desire for college or a career after high school while also bringing their core academic skills up to the appropriate grade level.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Because Pivot Charter School North Valley II is a new school for the 2018-19 school year, no CA Dashboard data is yet available for review or reflection, so all review of performance for the school was conducted using internal measures.

Pivot Charter School is the most proud of our increased credit completion statistics for our high school students. An improved Multi-Tiered System of Support (MTSS) process and new block schedule have proven to be effective in providing the necessary supports for students to complete their coursework and earn more credits toward graduation. For the upcoming 2019-20 school year, we plan to continue implementing MTSS and the block schedule, as well as introduce a new staff position that oversees individual student achievement and works with Educational Coordinators to make the best, most appropriate decisions for their students. One example of how this improvement in services benefits English learners and foster or homeless youth specifically is that this new staff position will monitor English learners closely for correct implementation of English language development courses and opportunities, as well as ensure that foster and homeless youth are being awarded all possible partial credit for their completed coursework, following Pivot Charter School's partial credit policy for foster and homeless youth.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local

indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Because Pivot Charter School North Valley II is a new school for the 2018-19 school year, no CA Dashboard data is yet available for review or reflection, so all review of performance for the school was conducted using internal measures.

Pivot Charter School's greatest need was identified to be in the category of college and career readiness. Both parents and students indicated on the annual surveys that they wanted to see more support with career readiness. Pivot Charter School is planning to implement a new CTE Coordinator position for the upcoming 2019-20 school year, as well as fully develop CTE pathways for students that include internships and mentorships. Pivot Charter School has had college counselors for many years but data shows that many students who graduate high school from Pivot Charter School tend to go directly to jobs or careers, not college. With this in mind, there will be a greater focus on supporting those students who do not attend college after high school graduation and instead wish to jumpstart their careers.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

Because Pivot Charter School North Valley II is a new school for the 2018-19 school year, no CA Dashboard data is yet available for review or reflection.

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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 2018-19 P2 was 150. • 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 59.9%. • 100% of parents/guardians surveyed whose students attended the resource center program said that their student feels safe at the resource center. • 94.4% of parents/guardians surveyed said that they were satisfied with Pivot Charter School. • 96.1% of students surveyed agreed with the statement "Pivot Charter School is a welcoming and friendly place."

Expected	Actual
18-19 • Increase enrollment • Increase retention percentage • Continue developing systems and reports for measuring the percentage of students who attend site based programs and activities. Produce a baseline starting in 2018-19. • Decrease the rate of Chronic Absenteeism • Maintain 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 • 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. **Baseline** • Enrollment at 2016-17 P2 was 122 • Retention: 57% of eligible students were retained from 2015-16 to 2016-17 • Chronic Absenteeism rate in 2016-17 was 44.4% • 100% of parents surveyed whose students attended the resource center said they felt their student was safe at the resource center • 89% of parents surveyed said they were very satisfied with Pivot Charter School • 85% of students said that Pivot Charter School is a welcoming and friendly place • 78% of students said that Pivot Charter School teachers/staff are sensitive to their needs	• 86.6% of students surveyed agreed with the statement “Pivot Charter School teachers and staff are sensitive to my needs.” • 88.6% of students surveyed agreed with the statement “I feel comfortable asking questions at the resource center.”

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.	Pivot Charter School North Valley II had anticipated needing an additional teacher for the 2018-19 school year when the budget was developed, but due to no growth in enrollment for the 2018-19 school year, no additional teachers were needed.	1000-1999: Certificated Personnel Salaries $394,263	1000-1999: Certificated Personnel Salaries $329,580

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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, professional translation services will be utilized for marketing materials, enrollment/registration forms, and other important documents that will be sent to families. We do employ staff members who speak other languages such as Spanish, but we will also utilize translation services over the phone and in person when needed for important meetings.	Translation services were utilized as described to translate various enrollment, MTSS, and other documents, as well as during meetings with families over the phone or in person.	5000-5999: Services And Other Operating Expenditures $850	5000-5999: Services And Other Operating Expenditures $244.21

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Professional Development was provided to staff at Pivot Charter School North Valley II. Specific examples include professional development related to English learners, health and safety trainings, and trauma and crisis trainings due to recent fires in the	5000-5999: Services And Other Operating Expenditures $2,746	5000-5999: Services And Other Operating Expenditures $5,000

We will ensure the completion of professional development related to site safety, youth suicide prevention, homeless students, and responding to the needs of students.	area. Several staff members also attended conferences through organizations such as CCSA and CSDC.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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. Rent will decrease due to the closure of our satellite resource center in Oroville.	Pivot Charter School facilities continue to be an effective place to implement our blended learning model. Improved workshop and small group space provided areas for focused instruction.	5000-5999: Services And Other Operating Expenditures $63,725	5000-5999: Services And Other Operating Expenditures $76,211

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.	Pivot Charter School typically anticipates growth and prepares for that growth in the budget. Since Pivot Charter School North Valley II did not experience growth during the 2018-19 school year, not as much new equipment was required.	4000-4999: Books And Supplies $24,632	4000-4999: Books And Supplies $14,473

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	School Pathways continues to be an effective student information system, providing data reports and bridges to other systems (such as Parent Square and i-Ready), making it easier than ever to analyze student achievement data and communicate with families and students.	5800: Professional/Consulting Services And Operating Expenditures $8,153	5000-5999: Services And Other Operating Expenditures $9,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students to ensure they have equal access to site based programs at the resource center.	Pivot Charter School provided bus passes to socioeconomically disadvantaged students as well as to other students in need. The recent fires contributed to the increased actual expenditures in this area.	$927	4000-4999: Books And Supplies $2,210.40

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Providing an appropriate, safe, and caring learning environment is our top priority because we know that students have difficulty engaging in their education if they don't feel safe and cared for. Our supplemental resource center program is designed to engage students in the coursework and support their progress toward graduation or grade level promotion. It needs to be a welcoming place for all students. Hiring, training, and providing professional development to all our staff is the first step towards meeting our goal. We continue to reflect on gaps in our staff's comfort and knowledge of certain areas relating to students and their needs, then providing opportunities for them to be trained and learn more in those areas. This benefits all students - those who attend our supplemental resource center and those who choose to work virtually. In addition to actions related to our staff, Pivot Charter School maintains a focus on providing a safe, comfortable facility as well as equipment and tools to meet the students' needs. Translation services and bus passes have also been an additional way to ensure increased engagement and to provide more resources for students or their parents/guardians that may have barriers to accessing our staff or programs. In addition, our facilities are designed to provide several small classrooms rather than large gathering areas. These smaller educational environments support all students but especially English learners, students in Special Education, and foster or homeless youth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Results on our parent/guardian and student satisfaction surveys, as well as increased attendance at our resource center for the supplemental program and workshops, confirm that students and their parents/guardians are happy with Pivot Charter School and what it offers. Students in need are taking advantage of the ability to borrow a computer to work from home and also of the bus passes available to them to travel to the resource center. School staff have been effective in reminding students of these available services, especially when students appear to struggle with their coursework or voice concern regarding access to their education (either virtually or at the resource center). Our student information system has also never been more utilized than in this past year by our Systems and Accountability Coordinator who has been able to run reports that build into an internal accountability system that measures student achievement and progress toward credit completion, grade level promotion, graduation, and other measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures are lower than budgeted amounts for some actions/services due to lower enrollment than projected. This includes Educational Coordinators and purchase of equipment. Translation services needs were less than anticipated due to the low number of English Learners enrolled. Professional Development expense increased due to the Camp Fire - administrators felt it very important to provide professional development to ensure staff were prepared to support students and families in the aftermath of the disaster. Bus pass costs increased in part due to the large proportion of Pivot students displaced by the Camp Fire.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No change has been made to the goal for the upcoming school year but some alterations have been made to the actions/services as outlined in the Goals, Actions, & Services section of this LCAP under Goal 1. One of the biggest changes is the addition of an action/service related to providing meals to students. Pivot Charter School has always provided food to students, generally as fruit or snacks, but will be providing at least one meal per day to all low income students that attend the supplemental resource center program for at least two hours, in compliance with AB1871.
Since tracking student attendance at the supplemental resource center programs, including workshops and field trips, is difficult to manage in the student information system utilized by the school, an internal system was created. Not all staff were fully comfortable or knowledgeable in this new system so this metric was not able to be collected this year. An increased focus on training for this attendance tracking system will be implemented so that this data can be collected next year.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Pivot will increase the amount of students who complete high school as college and/or career ready.

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	• 10.5% of high school students were enrolled in the UPREP Academy. • 89.5% of high school students were enrolled in the Liberal Arts Academy. • 97.3% of high school students attempted UC a-g approved coursework. • 1.4% of high school students attempted AP coursework. • 25.0% of high school students attempted CTE coursework. • 66.6% of parents/guardians surveyed believed that their student was prepared for college or a career after leaving Pivot. • 88.2% of students surveyed agreed with the statement "Pivot Charter School is preparing me well for college or a career."

Expected	Actual
18-19 • Increase enrollment in UPREP Academy and students taking College Preparatory Courses • Increase concurrent enrollment in local CC/JC courses • Increase enrollment in AP courses • Establish CTE pathways & internships • Increase participation in college & career workshops/events **Baseline** • 11% of high school students enrolled in UPREP Academy • 89% of high school students enrolled in Liberal Arts Academy • 2% of high school students concurrently enrolled at CC/JC • 1% of high school students attempted AP courses • 40% of high school students signed up for at least one CTE course • 25% of high school students participated in college & career workshops and counseling	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The College & Career Counselor Team will promote concurrent enrollment in local CC/JC courses, AP courses, CTE courses, and participation in college & career workshops/events. New CTE pathways and internships will be established.	The College & Career Counselor Team held group and individual meetings to provide guidance to students and their parents/guardians regarding concurrent enrollment in local CC/JC courses as well as provided information to high school students looking to attend college after they graduating from high school. They also took interested students to	$13,450	$10,962

	field trips to local colleges during various times in the school year.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	No students or parents/guardians took advantage of the offer for Pivot Charter School to cover the test fees of the SAT, ACT, or AP tests.	$500.00	$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The College & Career Counselor Team has been supporting students for a few years at Pivot Charter School. They engage students with their college workshop, club, and field trips. While many students show interest in attending college and participating in the college workshop/club, it seems students aren't taking advantage of the offer for Pivot Charter School to cover the test fees of the exams sometimes required to apply. More training needs to be implemented so that staff can effectively remind students and parents/guardians of this service. Additionally, we may need to provide staff with visual posters or flyers to post around the resource center that highlight the availability of this service.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The College & Career Counselor at Pivot Charter School is a key staff member and resource for students interested in attending college either during or after high school. While more needs to be done to communicate the service that the school may cover test fees for things like the ACT, SAT, or AP tests, additional focus needs to be put on the CTE pathways and courses for students that do not wish to attend college. The results of the parent/guardian and student surveys indicate that not all feel prepared for college or a career.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slightly less expense was needed for the college counseling team due to enrollment being lower than projected. No students/families took advantage of the option to have the school pay for test fees. The option to have the school pay for test fees could have been more widely publicized.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to this goal and the actions/services aimed at achieving this goal can be found in the Goals, Actions, & Services section of this LCAP under Goal 2. Pivot Charter School has added two actions that will help bring more focus to the need of preparing students for college and/or a career. We have changed one action to focus on the college aspect of this goal and added a new action to focus on the career aspect of this goal. The intent is to recognize that preparation for college or a career are often very different and require different actions/services for our students. This change hopes to highlight those differences so that we can better focus on meeting the needs of our students. Another added action/service is the addition of specific curricula that provides ACT and SAT test prep. Encouraging students to take these exams should start sooner with providing them the tools and resources to feel comfortable taking and practicing these types of tests.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Pivot will increase student performance on grade level appropriate academic standards.

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 2018 course pass rate was 70.3%. • The percentage of courses completed with a 70% C- or better in Fall 2018 was 64.9%. • The average amount of credits earned by a high school student enrolled for the Fall 2018 semester was 23.7. • 42.7% of high school students enrolled for the Fall 2018 semester earned 30 or more credits. • ELPAC data is not yet available for this school year. • No SBAC data exists for Pivot Charter School North Valley II since this is the first year of operation and scores are not released until July/August. • 20.4% of students showed growth on their ELA i-Ready Diagnostics. • 21.0% of students showed growth on their Mathematics i-Ready Diagnostics.

Expected	Actual
18-19 • Increase pass rate and percentage of courses completed with 70%C- or higher. • Establish methodology for measuring course/credit completion, and obtain 17-18 benchmark data for this metric • 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. • Establish methodology for measuring student growth on i-Ready benchmark assessments, and obtain benchmark data for this metric. • Increase parent satisfaction with curriculum. • Increase percentage of students who say they push themselves to do better academically. **Baseline** • 2015-16 course pass rate was 74% • 64% of courses completed for a letter grade in 2015-16 were passed with a grade of 70% C- or higher • 2016-17 average overall CELDT score was Intermediate. None of students who took the CELDT met the criteria to be Reclassified as Fluent English Proficient (RFEP), but this is partially due to the low number of English Learners at the school. • 2015-16 SBAC: of students who completed testing, 52% met or exceeded the standards in ELA, and 21% met or exceeded the standards in Mathematics. • 63% of parents surveyed said the curriculum was "very good" or "excellent". • 74% of students surveyed said that at Pivot they push themselves to do better academically.	• 88.9% of parents/guardians surveyed were satisfied with the curriculum that their student utilizes at Pivot Charter School. • 82.4% of parents/guardians surveyed were satisfied with their student's academic progress and performance at Pivot Charter School. • 90.4% of students surveyed agreed with the statement "Pivot Charter School teachers provide me with what I need to be successful and finish my classes." • 86.5% of students surveyed agreed with the statement "I push myself to do better academically at Pivot Charter School."

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Curriculum Contracts & Plans- An extensive curriculum research and review project was completed during the 2017-18 school year. New curricula will be implemented for grades 6-8, and implementation of some existing curricula will be strengthened. APEX LEARNING (grades 9-12) Our Apex Learning curriculum will continue to provide a wide variety of rigorous College Prep high school courses that are A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Courses utilized by Pivot Charter School include: 1. Core — Subject-area courses with opt-in scaffolding to support student success. 2. Literacy Advantage — Subject-area courses with extensive literacy supports. 3. Honors — Subject-area courses with opportunities to extend knowledge. 4. Foundations — Develop foundational skills and strategies in math, science, reading, and writing. Pivot will continue to utilize these courses, alongside general studies courses, for students who struggle with basic skills, so they	Curriculum resources were utilized as planned. The new curricula for this school year was implemented successfully, as was the block schedule and supplemental curricula that provides remediation to students that may have gaps in their ELA and/or mathematics skills.	4000-4999: Books And Supplies $27,466	4000-4999: Books And Supplies $22,771

can fill gaps in knowledge while still progressing with their high school courses.

5. AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams.

EDMENTUM (grades 6-8)

The new core curriculum selected for grades 6-8 starting in 2018-19 is through Edmentum. Some aspects of the courses and platform which led to its selection include:

- Comprehensive courses providing full year content in all core subjects and some electives
- Significant reading and writing skills development
- Interactive and engaging, colorful and modern content
- Assignment design promotes increased engagement with content and increases student accountability
- Appropriate course cohesion, scope and sequence
- Easy access for teachers and parents to see details of student scores,

activity, and course progress

EDMENTUM (grades 9-12)

For high school students, Edmentum curriculum is used for interesting and fun Electives and CTE courses. CTE courses offered cover 16 "career clusters". Some of the courses offered are:

Audio/Video Production

Introduction to Social Media

Principles of Engineering & Technology

Principles of Agriculture Food & Natural Resources

I-READY (all grades)

Starting in 2017-18, i-Ready was utilized to obtain benchmark assessment data on student mastery of reading and math skills. For 2018-19, implementation of i-Ready assessment and instruction will be strengthened. The plan includes the following components:

- Assess all students upon entry to Pivot Charter School
- Benchmark assessment schedule will include 3 testing points throughout the school year
- All students will engage in i-Ready adaptive instruction, which tailors

instructional content based on the results of each student's benchmark assessment(s)
- Assessment scores will be analyzed to determine level of student growth with respect to reading and math skills mastery

BLOCK SCHEDULE

A new block schedule for course pacing was tested in the 2nd semester of 2017-18, and will be in place for 2018-19. Course pacing will be planned around multiple blocks in each semester to facilitate course/credit completion and ensure adequate progress toward promotion/graduation.

SUPPLEMENTS

We will continue to use a variety of supplemental curricula to expand opportunities for student learning and mastery of standards and skills. Teachers develop and implement "offline learning" activities and workshops at the resource center so that students have a chance to engage in a variety of learning experiences that suit their needs and interests. These include site based courses such as yearbook or art, as well as core subject workshops. For example, some students will participate in a literacy workshop to assist with developing reading and

writing skills. Math workshops will be offered to assist students in solidifying basic math skills as well as acquiring new skills addressed in their grade level courses. We will also offer some supplemental online curricula to address individual student needs. For example, some students who struggle with reading will participate in a reading program through Lexia Learning.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals.	Pivot Charter School had a new Director of Special Education this year that brought expertise and efficiency to the Special Education staff and department as a whole. Education Specialists continue to support students who require special education services with activities and materials targeted at improving their performance on their academic goals. Additional service providers continue to support students with counseling, occupational therapy, speech and language, nursing, and other needs as outlined in students' IEP's.	$84,680	$98,751

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist works with teachers and families to target issues students are having and comes up with alternative plans to help students achieve success. Current intervention policies, procedures, and documents will be evaluated and streamlined into a revised Multi-Tiered Systems of Support (MTSS) structure for the 2018-19 school year, and the Intervention Specialist will be called the MTSS Coordinator. The revised MTSS structure will include targeted assistance to help struggling students improve course/credit completion.	The new MTSS process and policies for this school year proved more successful with a dedicated MTSS Coordinator. The MTSS Coordinator was able to work with staff and families to identify when students were struggling in independent study and guide teachers on how to implement targeted supports to help them achieve success toward improving course/credit completion.	1000-1999: Certificated Personnel Salaries $6,192	1000-1999: Certificated Personnel Salaries $7,462

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learner Services (ELPAC 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. We will also provide instruction targeted at increasing English language fluency and skills.	All curriculum providers have embedded supports that benefit students, especially English learners. Pivot Charter School teachers and staff were able to utilize those features in addition to providing specialized coursework to provide targeted instruction.	$2,858	$2,524

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned. There still prove to be some challenges regarding English learner services which will be addressed this upcoming school year. It is difficult to find EL services that work well with our blended learning model so it is possible that internal ones may need to be developed. The new MTSS process has become more efficient and effective with the implementation of the new MTSS Coordinator position. There is now more clarity in the process for all involved - staff, students, and parents/guardians.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The curriculum change for middle school students proved to be a challenge at first for some staff, students, and parents/guardians when acclimating to a new system but overall the content and instruction is a big improvement from previous years. Curriculum improvements will still need to be made - most occurring over the summer - to provide additional supports to students in the form of study guides, editable documents, and streamlining. Special Education continues to make policy and process decisions that make the department more effective and efficient, which ultimately benefits students with more effective time with Education Specialists and teachers. The new and improved MTSS process has shown to be incredibly successful, helping students be more successful in independent study. As mentioned previously, English learner services will be improved upon next school year so that we can best support these students in our blended learning model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for Special Education services were higher than initially budgeted. The school had a large proportion of students with special needs enroll for the 2018-19 school year, which in turn required additional special education teacher staffing as well as special education materials and supplies.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All changes to this goal and the actions/services aimed at achieving this goal can be found in the Goals, Actions, & Services section of this LCAP under Goal 3. Significant changes have been made to highlight the various ways students can be deemed successful at Pivot Charter School. Focus is now not only going to be on performance on academic standards but also credit acquisition, school attendance, and progress toward grade level promotion or high school graduation. In order to address the need to strengthen our action/service focused on English learners, Pivot Charter School will implement an EL Coordinator position to oversee the development of specialized curricula, programs, and supports. Many actions/services have also been added to separate core curriculum from supplemental curriculum, to highlight our Assessment Coordinator position, to provide tutors or classroom aides, and to introduce a new position that will oversee individual student academic progress and achievement, supporting Educational Coordinators as they work with students on independent study, plagiarism, and attendance.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Involvement Process for 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, our Back Office Company, Administrative Staff and Pivot Charter School Teachers. 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.
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 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.
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.
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, 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.

Annual Update:

Regularly scheduled Board Meetings were held on the following dates during the 2018-19 School Year -

November 3rd, 2018
January 25th and 26th, 2019
March 23rd, 2019
June 8th, 2019
Pivot Charter School also held meetings on site where students, parents, staff, and members of the public could meet in person with a local member of the Governing Board to ask questions, discuss concerns, and/or provide input and feedback regarding the school.
Pivot Charter School held weekly staff meetings so that all of the staff could come together and talk about updates, initiatives, 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 Surveys - We have a survey on all New Student Registration forms. 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 Surveys - In April/May of 2019 Parent Surveys were sent out to ask how Pivot Charter School Parents felt about the Pivot Charter School program. They were surveyed on how often 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/May of 2019 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.
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.

Authorizing entity involvement - Throughout the 2017-18 and 2018-19 school years, extensive communication and engagement took place between Pivot Charter school staff/students/families and the authorizing district. Feedback from Board Members and district staff was very helpful and insightful, and continues to shape and provide input for the upcoming school years.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations impacted the LCAP for the upcoming year by providing valuable insight into what the school should focus on to better meet the needs of the students. The information gathered from stakeholder meetings and surveys has helped us to refine our goals for next year and to focus on the following:

- Increased access to CTE courses, mentorships, internships, and pathways.
- Promotion and focus on student attendance and course completion.

- Increased promotion of field trips, hands on activities, and extracurricular opportunities for students to engage in social experiences.
- Additional staff and data to provide individual student assessment and academic achievement results and consultation to best meet student goals academically or toward college/career readiness.
- Better defined English learner services.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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:

Identified Need:

While Pivot Charter School strives to provide an appropriate, safe, and caring learning environment, more can be done to encourage meaningful participation in academic workshops and provide additional social opportunities that are not related to academics. Students are provided supports and resources necessary for their academic success but small group workshops are not always viewed as the most supportive by students. Creating more structured programs may remedy the issue.
Students have also voiced strong feelings regarding access to social, non academic opportunities. Pivot Charter School is an independent study school with a blended learning model so implementing clubs, social gatherings, etc. can prove to be a challenge. We can encourage students to be more active in the school and advocate for clubs or activities then create student groups to guide their development.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Enrollment numbers • Retention percentage • Attendance at site based programs and activities • Chronic Absenteeism rate • Parent surveys • Student surveys	• Enrollment at 2018-19 P2 was 187. • 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 59.9%. • 100% of parents/guardians surveyed whose students attended the resource center program said that their	N/A - school was not open	• Establish baseline enrollment numbers • Gather data on the percentage of students who attend site based programs and activities and establish baseline data • Establish Chronic Absenteeism baseline rate • Establish baseline data from student and parent survey results	• 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 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	student feels safe at the resource center. • 94.4% of parents/guardians surveyed said that they were satisfied with Pivot Charter School. • 96.1% of students surveyed agreed with the statement "Pivot Charter School is a welcoming and friendly place." • 86.6% of students surveyed agreed with the statement "Pivot Charter School teachers and staff are sensitive to my needs." • 88.6% of students surveyed agreed with the statement "I feel			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. • Increase the percentage of students who say that they are comfortable asking questions at the resource center.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	comfortable asking questions at the resource center.”			

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.	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.

Budgeted Expenditures

Amount		$394,263	$353,054
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action
	Translation Services- In an effort to provide equal access to Pivot Charter School and its programs for all members of the local community, professional translation services will be utilized for marketing materials, enrollment/registration forms, and other important documents that will be sent to families. We do employ staff members who speak other languages such as Spanish, but we will also utilize translation services over the phone and in person when needed for important meetings.	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.

Budgeted Expenditures

Amount		$850	$259
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	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. We will ensure the completion of professional development related to site safety, youth suicide prevention, homeless students, and responding to the needs of students.	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.

Budgeted Expenditures

Amount		$2,746	$6,218
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Unchanged Action	New Action	Unchanged Action
	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.	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.

Budgeted Expenditures

Amount		$63,725	$67,458
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.	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.

Budgeted Expenditures

Amount		$24,632	$13,966
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	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.	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.

Budgeted Expenditures

Amount		$8,153	$6,875
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students to ensure they have equal access to site based programs at the resource center.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$927	$2,276

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$3,109

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

Many students who enroll at Pivot Charter School do not have desires to go to college directly after graduating high school. While our College Counselor encourages enrollment in college during and after high school, parents/guardians and students have provided input that they wish to see more resources geared toward career readiness. This will include the development of CTE pathways that include internships/mentorships as well as a new CTE Coordinator position to oversee these efforts.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Enrollment in Pivot Academies • Enrollment in college preparatory courses	• 10.5% of high school students were enrolled in the UPREP Academy. • 89.5% of high school students	N/A - school was not open	• Establish baseline enrollment in Academies and students taking College	• Increase enrollment in UPREP Academy • Maintain or increase students taking

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• 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	were enrolled in the Liberal Arts Academy. • 97.3% of high school students attempted UC a-g approved coursework. • 1.4% of high school students attempted AP coursework. • 25.0% of high school students attempted CTE coursework. • 66.6% of parents/guardians surveyed believed that their student was prepared for college or a career after leaving Pivot. • 88.2% of students surveyed agreed with the statement "Pivot Charter School is preparing me well for college or a career."		Preparatory Courses • Promote concurrent enrollment in local CC/JC courses and establish baseline data • Establish baseline for enrollment in AP courses • Establish and promote CTE pathways & internships • Promote participation in college & career workshops/events	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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	The College & Career Counselor Team will promote concurrent enrollment in local CC/JC courses, AP courses, CTE courses, and participation in college & career workshops/events. New CTE pathways and internships will be established.	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 provide support and resources for students and parents that may need help navigating the timelines and systems in place for enrollment or student aid.

Budgeted Expenditures

Amount		$13,450	$11,291

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Low Income	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	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.	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.

Budgeted Expenditures

Amount		$500.00	$300

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		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.

Budgeted Expenditures

Amount			$2,409
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 4

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		ACT/SAT Prep - Pivot will purchase and implement specific curricula which prepare students for the ACT/SAT.

Budgeted Expenditures

Amount			$202
Budget Reference			4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

There are a variety of ways of measuring student success and we want to make sure that we account for more than just standardized test scores. This includes analyzing and reflecting on data that tracks progress toward grade level promotion or graduation, e.g. credit acquisition, student attendance, and meeting grade level academic standards.
Pivot Charter School recognizes that many students lack proper preparation to be successful in an independent study program. We aim to provide resources that best support our students in becoming independent learners as well as achieving academic success and standards mastery. This includes designing a course that will help students to develop the skills and strategies necessary to be an independent study student. It requires strong study skills, the development of appropriate schedules, and lifelong learning skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Pass rate and final grade data	• The Fall 2018 course pass	N/A - school was not open	• Establish baseline data	• Increase pass rate and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	rate was 70.3%. • The percentage of courses completed with a 70% C- or better in Fall 2018 was 64.9%. • The average amount of credits earned by a high school student enrolled for the Fall 2018 semester was 23.7. • 42.7% of high school students enrolled for the Fall 2018 semester earned 30 or more credits. • ELPAC data is not yet available for this school year. • No SBAC data exists for Pivot Charter School North Valley II since this is the first year of operation and		for pass rate and percentage of courses completed with 70%C- or higher. • Establish methodology for measuring course/credit completion, and establish baseline data for this metric • Obtain baseline ELPAC score data. Reclassify English Learners as appropriate. • Establish baseline percentage of students who meet or exceed standards on ELA and Mathematics SBAC. • Establish methodology for measuring student growth on i-Ready benchmark assessments,	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 parent satisfaction with student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	scores are not released until July/August. • 20.4% of students showed growth on their ELA i-Ready Diagnostics. • 21.0% of students showed growth on their Mathematics i-Ready Diagnostics. • 88.9% of parents/guardians surveyed were satisfied with the curriculum that their student utilizes at Pivot Charter School. • 82.4% of parents/guardians surveyed were satisfied with their student's academic progress and performance at Pivot Charter School.		and obtain baseline data for this metric. • Establish baseline survey data including parent satisfaction with curriculum and percentage of students who say they push themselves to do better academically.	academic progress and performance. • Increase percentage of students who say that teachers provide what they need to be successful and finish their courses. • Increase percentage of students who say they push themselves to do better academically.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• 90.4% of students surveyed agreed with the statement "Pivot Charter School teachers provide me with what I need to be successful and finish my classes." • 86.5% of students surveyed agreed with the statement "I push myself to do better academically at Pivot Charter School."			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Curriculum Contracts & Plans- An extensive curriculum research and review project was completed during the 2017-18 school year. New curricula will be implemented for grades 6-8, and implementation of some existing curricula will be strengthened. APEX LEARNING (grades 9-12) Our Apex Learning curriculum will continue to provide a wide variety of rigorous College Prep high school courses that are A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Courses utilized by Pivot Charter School include: 1. Core — Subject-area courses with opt-in scaffolding to support student success. 2. Literacy Advantage — Subject-area courses with extensive literacy supports. 3. Honors — Subject-area courses with opportunities to extend knowledge. 4. Foundations — Develop foundational skills and strategies in math, science, reading, and writing. Pivot will continue to utilize these courses, alongside general studies courses, for students who struggle with basic skills, so they can fill gaps in	Curriculum - Pivot will continue to utilize Apex Learning and Edmentum as its core curriculum for students in grades 9-12 and 6-12, 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.

knowledge while still progressing with their high school courses.

5. AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams.

EDMENTUM (grades 6-8)

The new core curriculum selected for grades 6-8 starting in 2018-19 is through Edmentum. Some aspects of the courses and platform which led to its selection include:

- Comprehensive courses providing full year content in all core subjects and some electives
- Significant reading and writing skills development
- Interactive and engaging, colorful and modern content
- Assignment design promotes increased engagement with content and increases student accountability
- Appropriate course cohesion, scope and sequence
- Easy access for teachers and parents to see details of student scores, activity, and course progress

EDMENTUM (grades 9-12)

For high school students, Edmentum curriculum is used for interesting and fun

Electives and CTE courses. CTE courses offered cover 16 "career clusters". Some of the courses offered are:

Audio/Video Production

Introduction to Social Media

Principles of Engineering & Technology

Principles of Agriculture Food & Natural Resources

I-READY (all grades)

Starting in 2017-18, i-Ready was utilized to obtain benchmark assessment data on student mastery of reading and math skills. For 2018-19, implementation of i-Ready assessment and instruction will be strengthened. The plan includes the following components:

- Assess all students upon entry to Pivot Charter School
- Benchmark assessment schedule will include 3 testing points throughout the school year
- All students will engage in i-Ready adaptive instruction, which tailors instructional content based on the results of each student's benchmark assessment(s)
- Assessment scores will be analyzed to determine level of student growth with respect to reading and math skills mastery

BLOCK SCHEDULE

A new block schedule for course pacing was tested in the 2nd semester of 2017-18, and will be in place for 2018-19. Course pacing will be planned around multiple blocks in each semester to facilitate course/credit completion and ensure adequate progress toward promotion/graduation.

SUPPLEMENTS

We will continue to use a variety of supplemental curricula to expand opportunities for student learning and mastery of standards and skills. Teachers develop and implement "offline learning" activities and workshops at the resource center so that students have a chance to engage in a variety of learning experiences that suit their needs and interests. These include site based courses such as yearbook or art, as well as core subject workshops. For example, some students will participate in a literacy workshop to assist with developing reading and writing skills. Math workshops will be offered to assist students in solidifying basic math skills as well as acquiring new skills addressed in their grade level courses. We will also offer some supplemental online curricula to address individual student needs. For example, some students who struggle with reading will participate in a reading program through Lexia Learning.

Budgeted Expenditures

Amount		$27,466	$15,270
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

Students with Disabilities	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	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. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals.	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.

Budgeted Expenditures

Amount		$84,680	$107,749

Action 3

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist works with teachers and families to target issues students are having and comes up with alternative plans to help students achieve success. Current intervention policies, procedures, and documents will be evaluated and streamlined into a revised Multi-Tiered Systems of Support (MTSS) structure for the 2018-19 school year, and the Intervention Specialist will be called the MTSS Coordinator. The revised MTSS structure will include targeted assistance to help struggling students improve course/credit completion.	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.

Budgeted Expenditures

Amount		$6,192	$7,686
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action

	English Learner Services (ELPAC 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. We will also provide instruction targeted at increasing English language fluency and skills.	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.

Budgeted Expenditures

Amount		$2,858	$2,600

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		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.

Budgeted Expenditures

Amount			$5,499
Budget Reference			4000-4999: Books And Supplies

Action 6

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		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.

Budgeted Expenditures

Amount			$4,963
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 7

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

		New Action
		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.

Budgeted Expenditures

Amount			$5,112
Budget Reference			1000-1999: Certificated Personnel Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$139,591	12.79%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Services provided for unduplicated pupils are increased or improved by at least the percentage identified above, as compared to services provided for all students. The 2019-20 LCAP includes actions/services and associated expenses specifically created for unduplicated pupils such as English Learners, socioeconomically disadvantaged students, and foster and homeless youth. Some other actions/services apply to all students, but are principally directed to and utilized more by unduplicated pupils. For example, in Goal 1, there is an action/service regarding purchase of equipment. This includes purchasing computers to loan to students who do not have one or cannot afford one. All students are eligible to borrow a computer from the school, but socioeconomically disadvantaged students and homeless students are served much more frequently by this action/service. Therefore the amount of money spent on equipment for unduplicated pupils is a larger proportion of the total expense.

Actions/services specific to unduplicated pupils include:

- To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request. (LCAP Goal 1 - bus passes)
- To increase access to Pivot Charter School programs for English Learners, translation services will be utilized to publish marketing and registration/enrollment materials, as well as other important school notices, in languages other than English. (LCAP Goal 1 - Translation Services)
- To ensure basic needs are met so that students may successfully focus on their school work, at least one meal will be provided to any socioeconomically disadvantaged student scheduled to attend site based programs for at least two hours on any given school day. (LCAP Goal 1 - meals)
- To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request. (LCAP Goal 2 - test fees)

- English Learners will engage in curriculum specifically targeted at development and improvement of English language skills and fluency. (LCAP Goal 3 - English Learner Services)

Actions and services being funded on an LEA-wide basis, but primarily directed to increasing and/or improving services for unduplicated pupils include:

- To ensure equal access to curriculum, Pivot Charter School will loan a computer to any socioeconomically disadvantaged student who requests it and meets the requirements of the laptop loan program. (LCAP Goal 1 - purchase of equipment)
- To improve the effectiveness of relationships between unduplicated pupils and school staff, professional development will be conducted to education staff members on issues surrounding low income students, homeless and foster youth, English Learners, and students with disabilities. (LCAP Goal 1 - Professional Development)
- To ensure school personnel identify and respond to unique needs of students which may affect their academic performance, the MTSS Coordinator will work closely with teachers to tailor individual intervention plans. Foster and homeless youth, as well as English Learners, receive extensive support through this process. (LCAP Goal 3 - MTSS Coordinator)
- To ensure school policies and state requirements are implemented correctly and consistently, the program compliance position will monitor course assignments for foster and homeless youth as well as English Learners. (LCAP Goal 3 - Program Compliance)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$163,321	14.02%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Services provided for unduplicated pupils are increased or improved by at least the percentage identified above, as compared to services provided for all students. The 2018-19 LCAP includes additional actions/services and associated expenses specifically created for unduplicated pupils such as English Learners, socioeconomically disadvantaged students, and foster and homeless youth. Some other actions/services apply to all students, but are utilized much more by unduplicated pupils. For example, in Goal 1, there is an action/service regarding purchase of equipment. This includes purchasing computers to loan to students who do not have one or cannot afford one. All students are eligible to borrow a computer from the school, but socioeconomically disadvantaged students and homeless students are served much more frequently by this action/service. Therefore the amount of money spent on equipment for unduplicated pupils is a larger proportion of the total expense.

Actions and services being funded on an LEA-wide basis for increasing and/or improving services for unduplicated pupils include:

- To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request. (LCAP Goal 1 - bus passes)
- To ensure equal access to curriculum, Pivot Charter School will loan a computer to any socioeconomically disadvantaged student who requests it and meets the requirements of the laptop loan program. (LCAP Goal 1 - purchase of equipment)
- To improve the effectiveness of relationships between unduplicated pupils and school staff, professional development will be conducted to education staff members on issues surrounding low income students, homeless and foster youth, English Learners, and students with disabilities. (LCAP Goal 1 - Professional Development)
- To increase access to Pivot Charter School programs for English Learners, translation services will be utilized to publish marketing and registration/enrollment materials, as well as other important school notices, in languages other than English. (LCAP Goal 1 - Translation Services)
- To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request. (LCAP Goal 2 - test fees)
- English Learners will engage in curriculum specifically targeted at development and improvement of English language skills and fluency. (LCAP Goal 3 - English Learner Services)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$58,355.00	7.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Pivot Charter School North Valley estimates to receive and spend $58,355.00 in supplemental and concentration funds for the 2017-18 school year. Pivot Charter School North Valley 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, trainings on our specific curriculum systems and intervention techniques. Professional development topics will include support of homeless, foster, and low income students.

Funds will also be spent to improve the culture at the school and to promote student and 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. To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request. To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request.

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.

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. 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, providing differentiated support, and utilizing curricular options tailored for different student populations such as English Learners, homeless and foster youth, and low income students
- Teacher stipends for additional duties to support student populations, 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 appropriate grade level content standards

Some examples of specific plans to increase/improve services for unduplicated pupils are listed below:

- To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request.
- To ensure equal access to curriculum, Pivot Charter School will loan a computer to any socioeconomically disadvantaged student who requests it and meets the requirements of the laptop loan program.
- To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request.
- To improve the effectiveness of relationships between unduplicated pupils and school staff, professional development will be conducted to education staff members on issues surrounding low income students, homeless and foster youth, English Learners, and students with disabilities.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	630,442.00	579,188.61	0.00	630,442.00	616,296.00	1,246,738.00
	630,442.00	579,188.61	0.00	630,442.00	616,296.00	1,246,738.00

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

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	630,442.00	579,188.61	0.00	630,442.00	616,296.00	1,246,738.00
	102,415.00	112,237.00	0.00	102,415.00	127,325.00	229,740.00
1000-1999: Certificated Personnel Salaries	400,455.00	337,042.00	0.00	400,455.00	373,224.00	773,679.00
4000-4999: Books And Supplies	52,098.00	39,454.40	0.00	52,098.00	34,937.00	87,035.00
5000-5999: Services And Other Operating Expenditures	67,321.00	90,455.21	0.00	67,321.00	73,935.00	141,256.00
5800: Professional/Consulting Services And Operating Expenditures	8,153.00	0.00	0.00	8,153.00	6,875.00	15,028.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	630,442.00	579,188.61	0.00	630,442.00	616,296.00	1,246,738.00
		102,415.00	112,237.00	0.00	102,415.00	127,325.00	229,740.00
1000-1999: Certificated Personnel Salaries		400,455.00	337,042.00	0.00	400,455.00	373,224.00	773,679.00
4000-4999: Books And Supplies		52,098.00	39,454.40	0.00	52,098.00	34,937.00	87,035.00
5000-5999: Services And Other Operating Expenditures		67,321.00	90,455.21	0.00	67,321.00	73,935.00	141,256.00
5800: Professional/Consulting Services And Operating Expenditures		8,153.00	0.00	0.00	8,153.00	6,875.00	15,028.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	495,296.00	436,718.61	0.00	495,296.00	453,215.00	948,511.00
Goal 2	13,950.00	10,962.00	0.00	13,950.00	14,202.00	28,152.00
Goal 3	121,196.00	131,508.00	0.00	121,196.00	148,879.00	270,075.00

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

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Pivot Charter School North Valley II
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	04614240137828
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Lindsey Vining, Systems and Accountability Coordinator
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	$1,230,655
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	$139,591
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	$107,182
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	$31,079
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	$15,250
Total Projected Revenue There is no entry required as the total is calculated for you	$1,384,166

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	$1,349,530
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	$616,296
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	$8,544
Expenditures Not in the LCAP	$733,234

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	$5,135
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	$4,978

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	$-131,047
2018-19 Difference in Budgeted and Actual Expenditures	$-157

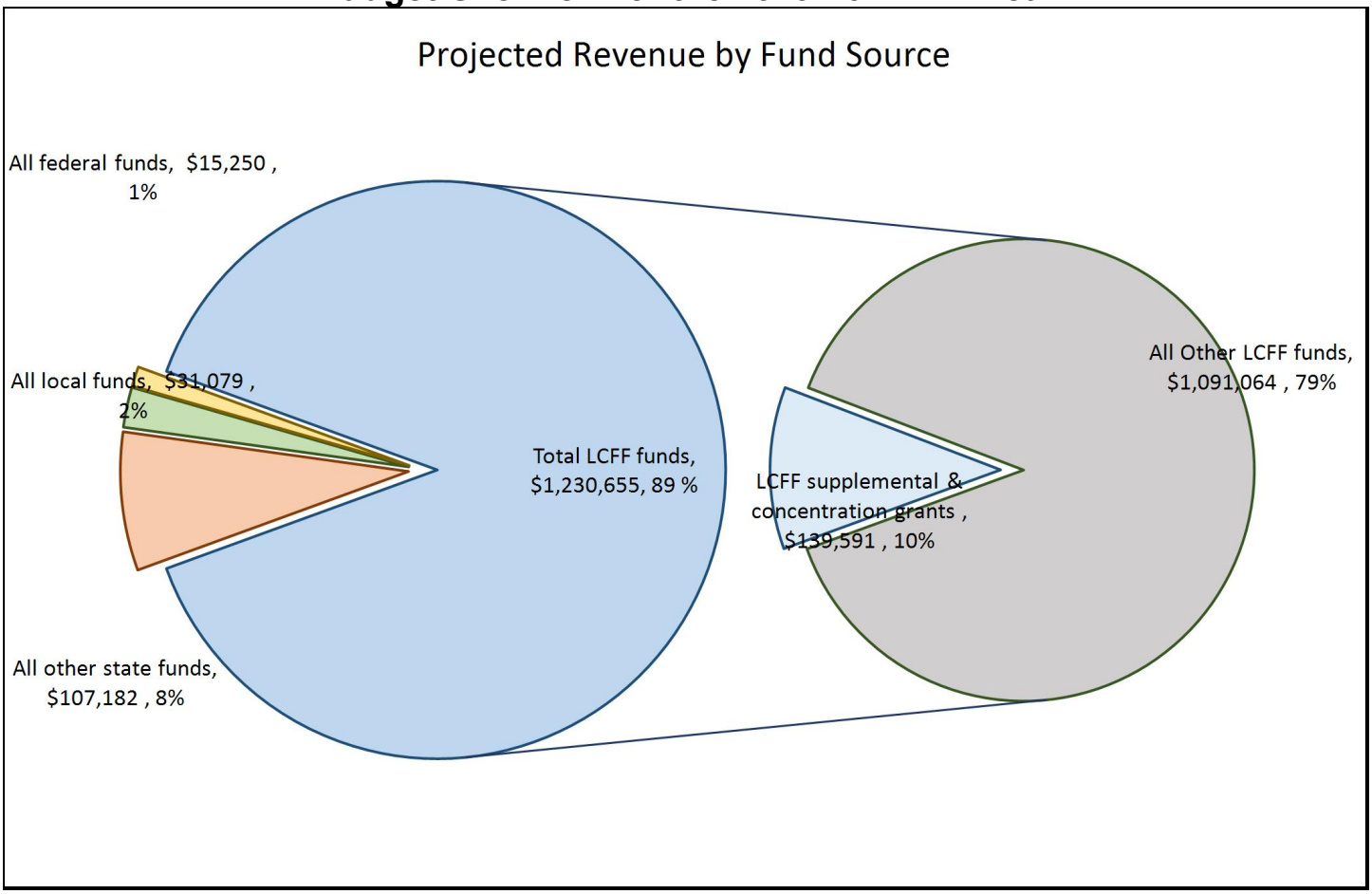
Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Most of these are related to general operation of the school, such as insurance, district oversight fees, marketing and communications, business services, administration costs, legal counsel, etc.
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.	Some actions/services in the LCAP apply to all students, but are principally directed to and effective in serving unduplicated pupils. For example, in Goal 1, there is an action/service regarding purchase of equipment. This includes purchasing computers to loan to students who do not have one or cannot afford one. All students are eligible to borrow a computer from the school, but socioeconomically disadvantaged students and homeless students are served much more frequently by this action/service. Therefore the amount of money spent on equipment for unduplicated pupils is a larger proportion of the total expense.
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	The difference in estimated actual expenditures and budgeted expenditures for high needs students is small. Part of the difference is due to enrollment for 2018-19 being lower than projected. Actions/services were implemented as planned, and the difference in expenditure is not believed to have impacted the increased or improved services for high needs students in 2018-19.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pivot Charter School North Valley II
CDS Code: 04614240137828
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Lindsey Vining, Systems and Accountability Coordinator

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 2019-20 LCAP Year

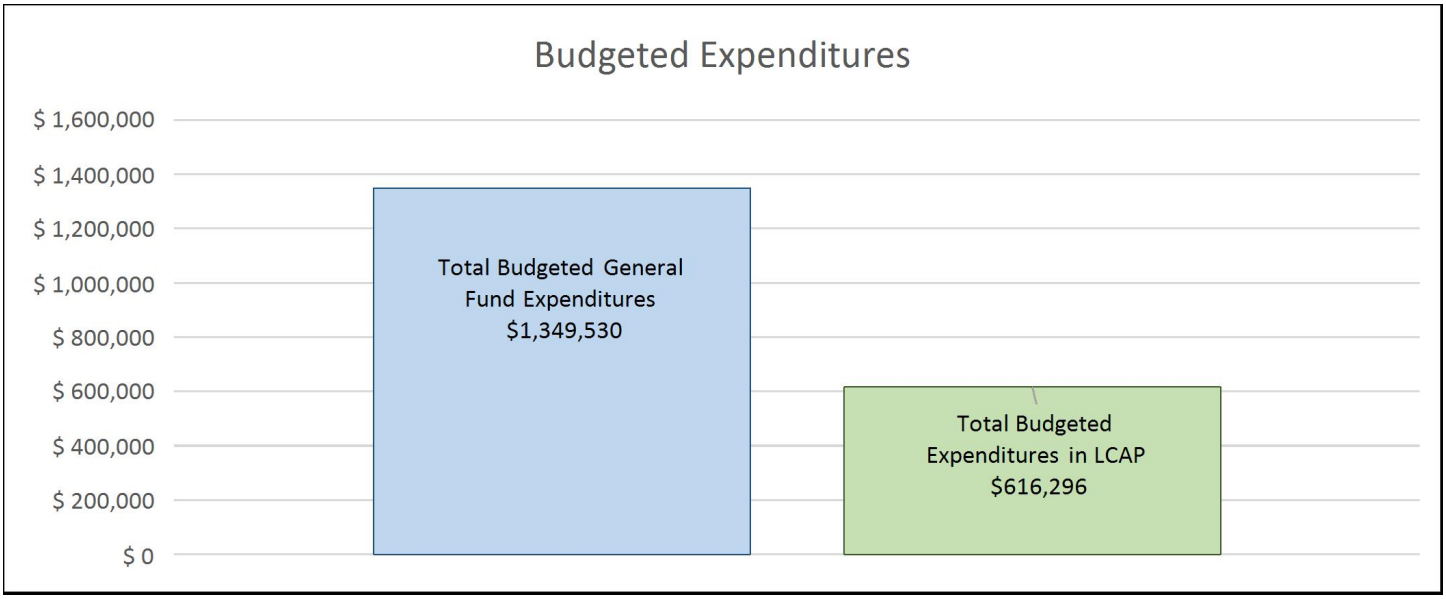


This chart shows the total general purpose revenue Pivot Charter School North Valley II expects to receive in the coming year from all sources.

The total revenue projected for Pivot Charter School North Valley II is $1,384,166, of which $1,230,655 is Local Control Funding Formula (LCFF), $107,182 is other state funds, $31,079 is local funds, and $15,250 is federal funds. Of the $1,230,655 in LCFF Funds, $139,591 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pivot Charter School North Valley II plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Pivot Charter School North Valley II plans to spend $1,349,530 for the 2019-20 school year. Of that amount, $616,296 is tied to actions/services in the LCAP and $733,234 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 insurance, district oversight fees, marketing and communications, business services, administration costs, legal counsel, etc.

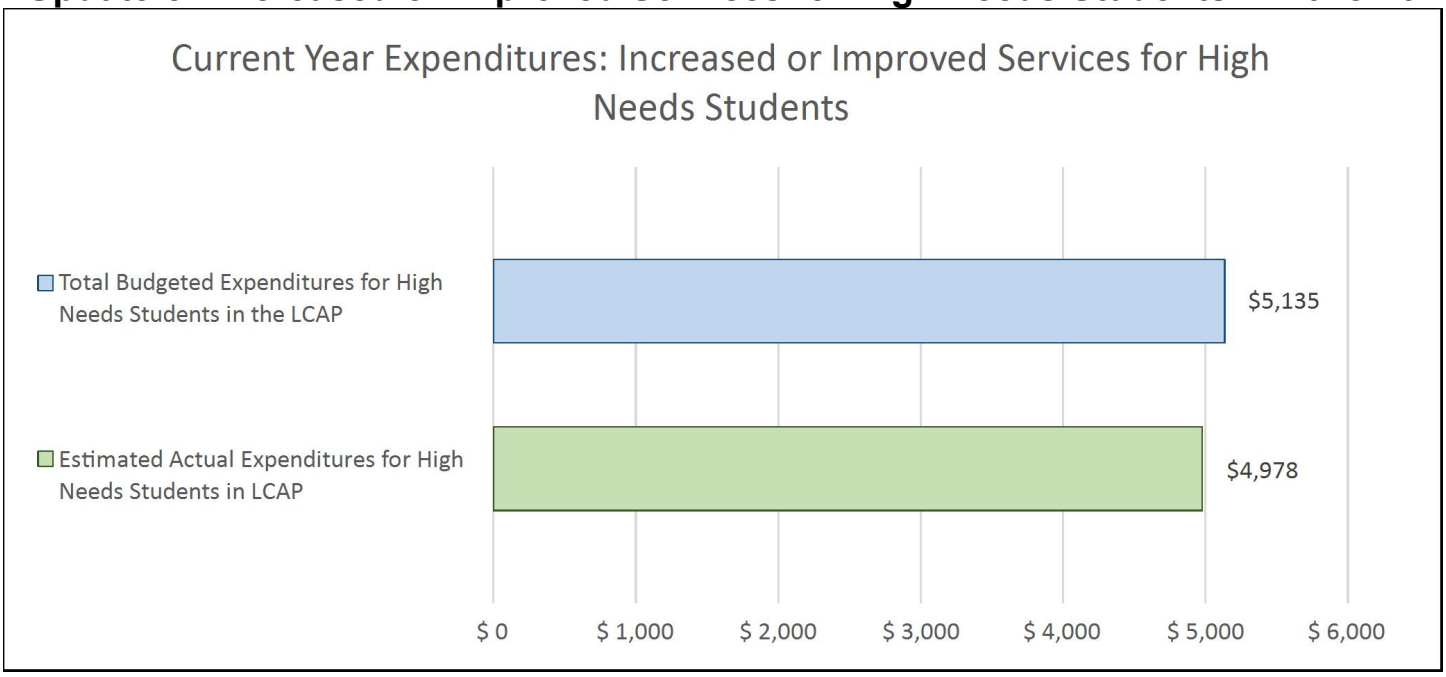
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Pivot Charter School North Valley II is projecting it will receive $139,591 based on the enrollment of foster youth, English learner, and low-income students. Pivot Charter School North Valley II must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Pivot Charter School North Valley II plans to spend $8,544 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
Some actions/services in the LCAP apply to all students, but are principally directed to and effective in serving unduplicated pupils. For example, in Goal 1, there is an action/service regarding purchase of equipment. This includes purchasing computers to loan to students who do not have one or cannot afford one. All students are eligible to borrow a computer from the school, but socioeconomically disadvantaged students and homeless students are served much more frequently by this action/service. Therefore the amount of money spent on equipment for unduplicated pupils is a larger proportion of the total expense.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Pivot Charter School North Valley II's LCAP budgeted $5,135 for planned actions to increase or improve services for high needs students. Pivot Charter School North Valley II estimates that it will actually spend $4,978 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-157 had the following impact on Pivot Charter School North Valley II's ability to increase or improve services for high needs students:
The difference in estimated actual expenditures and budgeted expenditures for high needs students is small. Part of the difference is due to enrollment for 2018-19 being lower than projected. Actions/services were implemented as planned, and the difference in expenditure is not believed to have impacted the increased or improved services for high needs students in 2018-19.