

LCAP Year  2017–18  2018–19  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)

[LCFF Evaluation Rubrics](#): 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 Pivot Charter School Riverside II

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Pivot Charter School serves a wide variety of students in grades TK-12 who are seeking alternatives to traditional public school. As an independent study charter school with site based 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 small supportive 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 who works closely with the family to establish plans and maintain constant communication regarding course of study, pacing of courses, attendance at site based programs, grades and report cards, intervention strategies if needed, etc. Some students may work with the same teacher for their entire educational trajectory, 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.

Over the course of the 2016-17 school year, Pivot Charter School Riverside's student population has included the following:

- 50% of students were enrolled in grades 9-12
- 38% of students identified themselves as Hispanic
- 49% of students were considered socioeconomically disadvantaged

- 15% of students qualified for special education
- 3% of students were English Learners
- 11% of students did not live in permanent housing and were considered foster or homeless youth

## LCAP HIGHLIGHTS

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

Pivot Charter School has made significant advancement in increasing college counseling services and providing resources to improve the college readiness of its students. Increasing participation in site based programs has been a significant focus as well.

Pivot Charter School Riverside II will be officially closing at the end of the 2016-17 school year. Therefore, no plans for the 2017-18 school year or beyond will be included in this document. This year's LCAP will focus only on the annual update sections in order to summarize performance from the 2016-17 school year.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

Significant progress has been made with college counseling efforts. The new College Counselor Team has greatly increased the level of support for students planning to attend college after high school. The level of alignment between Pivot Charter School's UPREP Academy and the UC admissions requirements has also increased dramatically, and Pivot has increased its list of UC A-G approved courses. Several key staff members have participated in professional development opportunities to ensure that they are prepared to evaluate student preparedness for applying to UC schools and to support students in successfully meeting the UC admissions requirements.

## GREATEST PROGRESS

Pivot Charter School also performs well with the suspension rate state indicator. Pivot Charter School has provided high levels of supervision at the resource center and fostered meaningful positive relationships between school personnel and the students/families we serve. We have found that these relationships and our high level of supervision on site go a long way in promoting positive student behavior and in preventing the types of incidents that would result in suspension.

Referring to the LCFF Evaluation Rubrics, 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**

One state indicator for which performance was low is graduation rate. Pivot Charter School recognizes that this is an area of need, and has put forth effort to increase the graduation rate. However, due to the nature of our student population, it is important to note that a traditional 4 year graduation cohort analysis may not be the most appropriate indicator for Pivot Charter School. Many students come to Pivot Charter School in their third and fourth years of high school because they are credit deficient and not succeeding in traditional public schools.

Another area of need is student academic achievement, especially in elementary and middle school. Standardized testing data indicates that many students have struggled to meet grade level content standards.

Referring to the LCFF Evaluation Rubrics, 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

There were no state indicators for which subgroup performance was two or more levels below the overall performance level. In many cases, subgroups were not large enough to receive scores. Pivot Charter School has nonetheless continued to monitor subgroup performance closely to ascertain whether any performance gaps became evident.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

English Learners in high school have been served by the use of Literacy Advantage courses, which present standards based grade level appropriate content in a more accessible way. The reading level is adjusted and content is broken into smaller chunks to enable English Learners to more readily process concepts and develop understanding.

Low-income students who cannot afford to purchase or maintain a computer have been permitted to check out a school computer to use for the duration of the school year.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$0.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$0.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

No budget is prepared for the 2017-18 school year because Pivot Charter School Riverside II will not be open.

\$0.00	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

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 a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Information pulled from our Student information System and curriculum programs
- API and AYP scores
- CELDT and SBAC test scores
- Parent Surveys
- Student Surveys

#### ACTUAL

- We do not have 2016-17 annual data on grades and pass rate yet, but the data from 2014-15 to 2015-16 was compared. The pass rate and distribution of letter grades was very similar from 2014-15 to 2015-16, with all variations within 4%.
- Since the school accountability systems have changed, it was not possible to obtain API or AYP scores.
- CELDT scores were collected. The average overall score for students who took the 2016-17 CELDT 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.
- We do not have 2016-17 SBAC data yet, but the data from 2015-16 was analyzed. SBAC scores showed that of the students who completed SBAC testing in 2015-16, 37% met or exceeded the standards in ELA, and 17% met or exceeded the standards in Mathematics.
- 96% of parents surveyed whose students attended the resource center said they felt their students were safe at the resource center.
- 67% of parents surveyed said they were "very satisfied" with the Pivot Charter School program.
- 77% of students surveyed said they felt Pivot was preparing them well for their future.

### 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

Actions/Services

## PLANNED

Continue Curriculum Contracts - We will use our three curriculum programs to facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year. Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:

General Studies — Cover the same college preparatory standards across three pathways:

Literacy Advantage — Subject-area courses with extensive literacy supports.

Core — Subject-area courses with opt-in scaffolding to support student success.

Honors — Subject-area courses with opportunities to extend knowledge

Foundations — Develop foundational skills and strategies in math, science, reading, and writing.

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

Compass Learning Curriculum is used for Elementary and Middle School Students. Compass curriculum makes learning fun. There are engaging graphics and the curriculum delivers real-time data to differentiate instruction and practice for students working above, at, or below grade level. Compass helps pinpoint and close skill and concept gaps and moves students forward academically with:

Explicit instruction

Supported practice

Independent practice

Ongoing formative assessment

## ACTUAL

The three main curriculum programs were used as planned throughout the school year. The Pivot Charter School Academies, as well as related policies and procedures, were refined to enable students/families to make better-informed decisions about which academy to join. Several students/families switched academies after reviewing the details with staff.

Apex Learning's alternative course options for struggling learners, such as Literacy Advantage courses, were utilized more effectively in 2016-17. New Liberal Arts versions of courses were also created by Pivot staff to ensure that students in the Liberal Arts Academy had access to core courses tailored to their needs and goals.

Pivot Charter School transitioned Compass Learning content for TK-8 students to a different learning management system (LMS) for improved implementation and customization. This solved several problems regarding gradebooks and written assignment submission. This new LMS also afforded Pivot the opportunity to begin creating courses of our own, such as a second semester of Financial Literacy for high school students who struggle with math.

CTE and elective course offerings through Edmentum were expanded for the 2016-17 school year. Several new course options were added such as:

- Culinary Arts
- Digital & Interactive Media
- Gothic Literature
- Introduction to Forensic Science
- Professional Photography

<p>Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are:                  Audio/Video Production                  Introduction to Social Media                  Principles of Engineering &amp; Technology                  Principles of Agriculture Food &amp; Natural Resources</p>	
<p><b>BUDGETED</b>                  16,323.89 5000-5999: Services And Other Operating Expenditures                  16,323.89</p>	<p><b>ESTIMATED ACTUAL</b>                  19,076.00 5000-5999: Services And Other Operating Expenditures                  19,076.00</p>

Expenditures

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.</p>	<p><b>ACTUAL</b>                  Enrollment at Pivot Charter School Riverside increased throughout the 2016-17 school year. More teachers were hired to accommodate the increase in students.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  251,752.02 1000-1999: Certificated Personnel Salaries 251,752.02</p>	<p><b>ESTIMATED ACTUAL</b>                  236,064.00 1000-1999: Certificated Personnel Salaries 236,064.00</p>

Action **3**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  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.</p>	<p><b>ACTUAL</b>                  Several staff members attended workshops and conferences during the 2016-17 school year. Some of the topics covered in professional development meetings and conferences include: Next Generation Science Standards, writing and submitting courses for UC A-G approval, development of the adolescent brain, strategies for preventing student escalations and de-escalating situations when they arise, mandated reporting and child abuse/neglect, and strategies for building positive relationships with students.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  693.77 5000-5999: Services And Other Operating Expenditures 693.77</p>	<p><b>ESTIMATED ACTUAL</b>                  3,418.00 5000-5999: Services And Other Operating Expenditures 3,418.00</p>

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b>                  Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided</p>	<p><b>ACTUAL</b>                  Pivot Charter School Riverside rearranged its resource center for the 2016-17 school year. The floor plan was changed to</p>
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individualized support through one on one tutoring, workshops and classes.

maximize the amount of students who could attend site based programs. This was due to an increasing demand for site based programs. The new floor plan enabled us to further separate students by age and developmental level. The resource center currently has separate suites for elementary and middle/high school students. The middle/high school area has a main learning lab room as well as "pull out" rooms where students participate in workshops, small group instruction, project based learning activities, clubs, and special education services. The elementary area is mainly one large room, but for confidentiality reasons elementary students also receive their special education services in "pull out" rooms.

Expenditures

**BUDGETED**  
57,492.54 5000-5999: Services And Other Operating Expenditures  
57,492.54

**ESTIMATED ACTUAL**  
45,006.00 5000-5999: Services And Other Operating Expenditures  
45,006.00

Action **5**

Actions/Services

**PLANNED**  
Purchase of Equipment - we will continue to purchase equipment to aid in student learning at our resource centers.

**ACTUAL**  
Due to the increase in enrollment and staffing, as well as the rearrangement of the resource center, a significant amount of equipment was needed. Materials were purchased to expand operations so that the blended learning model could be successfully implemented with more students, teachers, and resource center space.

Expenditures

**BUDGETED**  
31,485.00 4000-4999: Books And Supplies 31,485.00

**ESTIMATED ACTUAL**  
28,112.00 4000-4999: Books And Supplies 28,112.00

Action **6**

Actions/Services

**PLANNED**  
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.

**ACTUAL**  
Pivot Charter School continued the use of the same Student Information Software. This software has seen several upgrades and improvements in recent years, and new bridges to other important reporting systems are being developed. As these new reports and bridges are launched, Pivot has been able to increase efficiency in reporting as well as tracking of student details and progress. The Student Information Software is the platform used to maintain all student demographic information, report cards and

		transcripts, enrollment information, and to report information to the state.
Expenditures	<b>BUDGETED</b> 7,765.51 5800: Professional/Consulting Services And Operating Expenditures 7,765.51	<b>ESTIMATED ACTUAL</b> 6,595.00 5800: Professional/Consulting Services And Operating Expenditures 6,595.00

Action **7**

Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> Due to the increase in enrollment of students with special needs and unforeseen changes in special education staffing, special education spending increased for the 2016-17 school year. Additional materials were purchased. It was a successful year for serving and supporting students with special needs, despite being more expensive than initially planned.
Expenditures	<b>BUDGETED</b> 41,100.00 41,100.00	<b>ESTIMATED ACTUAL</b> 82,700.00 82,700.00

Action **8**

Actions/Services	<b>PLANNED</b> Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.	<b>ACTUAL</b> The Intervention Specialist monitored and assisted in all steps of the intervention process to ensure proper implementation, compliance, and appropriateness of plans. When students' struggles are evident in low grades, low amount of work, high rate of absence, or lack of communication, the intervention specialist works extensively with staff to ensure students receive the support they need. Individual student cases were discussed with staff to come up with creative solutions targeted to address each struggling student's issues.
Expenditures	<b>BUDGETED</b> 7,500.00 1000-1999: Certificated Personnel Salaries 7,500.00	<b>ESTIMATED ACTUAL</b> 5,500.00 5,500.00

Action **9**

Actions/Services	<b>PLANNED</b> English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.	<b>ACTUAL</b> In addition to administering the CELDT to English Learners, we started using a new English language assessment from Let's Go Learn called the Diagnostic Online Reading Assessment (DORA) to further assist in monitoring English
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		Learner progress. Staff were also trained to more effectively utilize Apex Learning's Literacy Advantage versions of courses for English Learners. Several English Learners also participated regularly in literacy development activities through site based reading and writing workshops, or through online reading skills development through a Lexia Learning reading program.
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	6,995.95 6,995.95	6,999.95 6,999.95

**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.	Actions/services were implemented successfully. All actions/services were completed and implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions/services were effective in maintaining student performance on course completion and grades. Survey responses for generally favorable. SBAC test scores and some aspects of student/parent survey responses were not as favorable as we had hoped.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Educational Coordinator costs were lower than expected and professional development costs were higher than expected. Both of these were due to personnel issues that resulted in the need to hire new teachers mid-year. Rent and equipment expenditures were lower than budgeted because we had initially planned to rent an additional suite in the same facility where we currently operate our resource center. Additional rent would have been charged and we would have needed to purchase more equipment to set up student activities in the additional suite, but in the end we did not rent an additional suite and costs were lower because of it. Special Education costs were much higher than anticipated due to unexpected personnel changes near the beginning of the year.
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 goals for the 2017-18 school year will be listed since Pivot Charter School Riverside II is closing at the end of the 2016-17 school year.



# Annual Update

LCAP Year Reviewed: 2016-17

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 number of students who complete high school as college ready.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Gather information from Student Information System on students taking College Preparatory Courses
- Information on students enrolled concurrently in local JC courses
- Enrollment in AP courses

#### ACTUAL

Data was gathered on students enrolled in Pivot Academies to determine the extent to which students take college preparatory courses. 15% of Pivot Riverside high school students are enrolled in the UPREP Academy, which is a UC aligned academy. These students complete a comprehensive program of UC a-g approved college preparatory courses. The 85% of Pivot Riverside high school students not enrolled in the UPREP Academy are enrolled in the Liberal Arts Academy. These students also take college preparatory courses, but have more flexibility to take some non-college preparatory courses, as well as college preparatory courses that are not necessarily UC a-g aligned.

Approximately 5% of high school students were concurrently enrolled in community/junior college courses during the 2016-17 school year.

Approximately 1% of Pivot Riverside high school students attempted AP courses in the 2016-17 school year.

### 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**

Actions/Services

**PLANNED**  
 College Counselor Team- we are forming a college counselor team for the upcoming school year. We plan to hold College information meetings, send out information on financial aid, meet with students individually to go over classes to take and train teachers to have a better understanding of what is required.

**ACTUAL**  
 The College Counselor Team was established and held several information meetings for staff and parents, as well as regular student workshops and field trips. Topics covered in meetings and workshops included concurrent enrollment at local community colleges, college application processes and timelines, SAT/ACT preparation, financial aid information, and UC A-G admissions requirements. College Counselors planned and executed field trips to tour college campuses to help students learn more about campus life and the similarities and differences among local college options. College Counselors met with students one on one to assist the student with their individual goals and needs.

Expenditures

**BUDGETED**  
 12,892.00 12,892.00

**ESTIMATED ACTUAL**  
 10,222.11 10,222.11

**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 actions/services were implemented as planned.

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

The actions and services succeeded in increasing assistance for and student participation in preparation and planning for college. A good starting amount of students were concurrently enrolled at community/junior colleges. However, the percentage of students who attempted AP courses is low. The College Counselor Team did not place a large focus on attempting and completing AP courses, and instead focused more on awareness of and planning for various college options.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actual Expenditures are slightly lower than the Budgeted Expenditures. This is partially due to some minor personnel changes and partially due to a small difference between projected enrollment and actual enrollment.

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 goals for the 2017-18 school year will be listed since Pivot Charter School Riverside II is closing at the end of the 2016-17 school year.

# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    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 - we have 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 welcome to attend as well.

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

Pivot Charter School staff have a close relationship with students and parents and frequently ask for their input on the program. Parents are encouraged to 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 are surveyed throughout the year on why they decided to enroll their student Pivot, why they are leaving Pivot if they are withdrawing their student from the program and they are also sent a detailed survey on the specifics of our program and how they feel about it.

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

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

### Annual Update:

Regularly scheduled Board Meetings were held on the following dates during the 2016-17 School Year.

November 12th, 2016

January 27th and 28th, 2017

March 25th, 2017

June 9th, 2017

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

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

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

Parent Survey- In May of 2017 Parent Surveys were sent out to ask how Pivot Charter School Parents felt about the Pivot Charter School program. They were surveyed on how much they heard from their Independent study teacher, how safe their students felt at our resource centers and their satisfaction levels with the curriculum.

Student Surveys- In May of 2017 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.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

### Impact on LCAP:

Pivot Charter School strives to implement a variety of curricula and educational programs that are tailored to individual student needs. Board members, staff, students, and parents provided feedback on curricula.

Student performance on standardized tests is an area of continued focus.

Pivot Charter School continues to refine its intervention process and expand ways to utilize intervention curriculum.

We continue to train teachers on creative ways to increase communication with their students.

Increasing the number of students taking CTE courses that we offer is a priority.

We continue to strive for students to feel safe and supported on campus.

College and Career readiness continue to be a priority.

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

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

Expanding creative and fun ways for students to learn through site based experiences such as Fun Fridays and field trips is a priority.

### Annual Update:

The information that we have gathered from stakeholder meetings and surveys has helped us to refine our goals and adapt to the needs of staff, parents, students, and other stakeholders. The following priorities have been addressed:

- Continuing to expand our curriculum offerings for students with unique needs, and as intervention for students who are struggling and may need more help.
- Developing a new plan for how to approach standardized testing was a high priority, and staff worked hard to address critical areas of need regarding student attendance, participation, and effort in standardized testing.
- Overall, students and parents reported that they were satisfied with the curriculum that Pivot Charter School uses, but there were some concerns expressed regarding the curriculum used for grades TK-8. Teachers have also expressed concerns, and so TK-8 curriculum has been slated for review and revision.
- Generate interest in career and college planning and provide additional pathways to college/career readiness. Our College Counseling Team met with students more frequently and advised on a wider range of topics this year. We will recognize the need to expand the College Counseling Team's role in assisting students with college and career planning.

# 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.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 1

All goals have been removed since Pivot Charter School Riverside II will not be open for the 2017-18 school year and beyond.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$0.00

Percentage to Increase or Improve Services: N/A%

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](#)).

No supplemental or concentration grant funds will be received for the 2017-18 school year because Pivot Charter School Riverside II will not be open.

No supplemental or concentration grant funds will be received for the 2017-18 school year because Pivot Charter School Riverside II will not be open.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## 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. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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](mailto: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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

#### **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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**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 mark “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 selecting “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:**

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” 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.
- Check “Unchanged” 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 check “Unchanged” 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 *Education Code* 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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 *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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 *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## 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 *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	434,000.68	443,693.06	0.00	0.00	0.00	0.00
	434,000.68	443,693.06	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	434,000.68	443,693.06	0.00	0.00	0.00	0.00
	60,987.95	105,422.06	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	259,252.02	236,064.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	31,485.00	28,112.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	74,510.20	67,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	7,765.51	6,595.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	434,000.68	443,693.06	0.00	0.00	0.00	0.00
		60,987.95	105,422.06	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		259,252.02	236,064.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		31,485.00	28,112.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		74,510.20	67,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures		7,765.51	6,595.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	0.00	0.00	0.00	0.00
<b>Goal 2</b>	0.00	0.00	0.00	0.00

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